

CHILD-WELFARE MAGAZINE

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dresses.

Programs for April

The rapidly increasing interest shown by the men in the Parent-Teacher movement has called for special recognition of that angle of the three-fold relationship of Father-Mother-Teacher, and therefore the central idea of our program for this month is

Fathers and Sons

There are so many splendid suggestions in the article, "How to Celebrate," that none need be added here, but those associations which meet so early in the month that there will be no time for preparation, will find ample material in the magazine. It is urged that special effort be made, for one number on every program, to report what is being done by the community and how far it meets the need of *all* the boys within reach.

For the High School

1. *"What's the Matter with Father?"*
2. *Books Boys Recommend.* (*Start this plan in your school or library.*)
3. *A High School Visitation.*
4. *Readings from Edgar Guest's Poems about Boys.*

Mothers' Club or Parent-Teacher Association

1. *The Father of a Boy.*
2. *A Boy's Diary.* *Reading: "My Son."*
3. *What is OUR Community Doing for OUR Boys?*
4. *New Ideas for the Summer from Other States.* (*State News.*)

Pre-School Circles

1. *The Work Habit.*
2. *The One Hundred Per Cent Father.*
3. *President's Message.* (*First Page.*)
4. *Readings from "A Child's Garden of Verse," Edgar Guest, or Eugene Field.*

If the regular meeting has to be held in the afternoon, do not fail to arrange a Fathers and Sons Program for an evening meeting before the close of the school year.

*The President's Message*

APRIL is the rally month. It is the time when Mother Nature demonstrates her power. Like the chrysalis the dead leaves and snow blankets have wrapped her treasures safely for a time, only to have them burst forth into a more glorious life.

April marks the time when the trailing arbutus pushes through the leafy mould with its fragrant pink blossoms, and the frail anemone shoots up its delicate petals; the blue birds and the robins are already building their nests in the trees, the mother hen is clucking to her brood of chickens, and the children, always in harmony with the animals, are out of doors, playing marbles, hop scotch, jumping rope, bringing home pussy willows and seeking for new discoveries.

Parents, here is our opportunity! As we open the door and feel the balmy air sweep across our faces, don't let us think only of the spring housecleaning, window-washing and rug-shaking! First, let us breathe in the inspiration of the wonderful resurrection of all nature. Throw off for a time our responsibilities and burdens and absorb the beauty of the spring just fulfilling the promise of renewed life. The Master said, when He placed the little child in the midst, "Except ye become as little children, ye shall not enter into the kingdom of heaven." As we look out upon the pink, fragrant apples blossoms, which are decorating hill and valley with huge bouquets, let us cast aside our worries and simply trust our Heavenly Father as our little children trust us. Fathers, drop for a time your business anxieties and come out and play with your children. Play ball, croquet, take long hikes with them—discover Nature's secrets hidden in the woods and the streams. Don't forget that "whatsoever a man soweth, that shall he also reap." This is the seed time. It is your privilege to choose the seed which you will plant in your child's heart and mind, and to watch it grow. This is the important task of your life. Your business is of importance only as it relates itself to the better fulfillment of this, your supreme obligation. Weeds seem to be wafted by the winds into a child's life. Pull them up while they are small before they have choked out the good seed—and before their roots have grown so large that in pulling them you destroy also the whole garden.

A good way to play with your children in April is to give them individual garden plots—help them spade up the ground, enrich it, let them decide on what they want to raise, send them to procure their seed and let them do the planting, weeding, hoeing, and watering. For whatever they raise, if used by the family, the market price should be paid and they should feel free to sell their produce to the neighbors. Frequent praise for their hard work and efforts will, of course, be forthcoming. If they will carry this thru the summer they will have learned many valuable lessons in thrift—value of property—and self mastery.

Near the slums of one of our great cities, the neighboring farmers were greatly troubled by depredations from gangs of rough boys who stole constantly from their gardens, but when an unsightly dumping marsh near where the boys lived was converted into a large garden by a few loads of earth enriched with street sweepings, and these boys were individually given a certain plot of land to cultivate, while at the same time they were organized as a miniature city group, choosing their own Mayor from among their numbers, and establishing law and order for all who had the gardens, there was a great change. They had learned what property rights meant, and voluntarily they stopped robbing the orchards and the gardens, and the farmers were unmolested.

In a recent address, Vice President Calvin Coolidge says: "More and more emphasis needs to be placed on the duty of obedience. It must be the first lesson of

the child in the home, it must be continued without ceasing in the schools and it must be established and maintained as the predominant principle of good citizenship. Law reigns. It can neither be cheated, evaded nor turned aside. We can discover it, live in accordance with it, observe it and develop and succeed; or we can disregard it, violate it, defy it and fail. Law reigns. It is the source of order, of freedom, of righteous authority, of organized society, and also of industrial success and prosperity. To disregard it is to perish, to observe it is to live, physically, mentally, morally and spiritually."

THE NATIONAL CONVENTION

The message from the Vice President of our Nation sets forth so clearly the aims and purposes of our National Organization that they form a fitting introduction to the National Convention which will be held in Louisville during the week of April 23rd. The preliminary programs which have already been sent out show that emphasis has been laid on the solving of the practical problems confronting our Nation today and it is a foregone conclusion that much knowledge and inspiration will be gained by the delegates who attend the sessions which are open to the public.

This also is election year and new officers with fresh ideas will give an added impetus to the work—while the old officers who slip down from leadership will lose none of their interest. In this wonderful work for our Nation, the individual is submerged, and the humblest worker doing his part faithfully may accomplish in his field as important a work as do the leaders—but do not let any of us ever forget that in the making of citizens our task is national. Our government depends on good, law-abiding, loyal citizenship.

YOUR PRESIDENT'S TRIPS

You have accompanied your President during the past three years in her journeys, going to Norway to the International Council of Women to gain knowledge and inspiration from foreign countries in 1920, and then visiting with her the eastern, western and middle western states in 1921 and 1922, and now I will beg for your company in several of the southern states which I am visiting.

FLORIDA

We will stop first in Orlando, Florida, where we find our efficient State President, Mrs. F. E. Godfrey, who is also a valued member of the Board of Education. We are in time to be present at the dedication of their magnificent new High School, for which a bond issue of \$300,000.00 has been issued through the influence of the Parent-Teacher Associations. One of the most marked features in all their schools is the perfection of the luncheon system, which is entirely under the supervision of the Associations and it is considered of so great importance that in all the specifications for new school houses, kitchens and dining rooms with all modern conveniences are provided.

LOUISIANA ORGANIZED

From Florida we are summoned to organize the state of Louisiana into our official family. Our field secretary, Mrs. Winifred Carberry has been throughout the state, not omitting many of their rural sections, and for several years Mrs. Virgil Browne and Mrs. E. A. Fowler have been doing pioneer work for the Parent-Teacher Associations of the State. There is great enthusiasm and many delegates have come from all parts of the State. The organization takes place in New Orleans and our field secretary hands over to the National nearly forty Associations with more than two thousand members and a complete board of officers headed by their chosen State President, Mrs. Virgil Browne. In the name of the National Congress of Mothers and Parent-

Teacher Associations, your National President welcomes each officer individually defining her duties and finally turns over to the State President and her officers the State organization whose purpose it is to guard and guide the education and training of the children of Louisiana. The State Superintendent, Mr. Harris has sent his representative, the City Superintendent, Mr. J. M. Gwinn, the professors from the University of Tulane have added their co-operation and the state becomes the forty-fourth active member of our family.

Immediately succeeding the organization occurs the incomparable celebration of the Mardi Gras, when a spirit of rejoicing seems to animate the whole populace.

From New Orleans we go down to Gulfport, Mississippi, stopping at the home of our former National Vice President, Mrs. Charles McDaris. We find her as interested as ever and our time is fully occupied in attending Parent-Teacher Association Meetings in half a dozen different places. On our National birthday, with much ceremony and by twenty-six different members, the different phases of our work are described in one of their West-Side Meetings and the cutting of the birthday cake with its twenty-six lighted candles is followed by a generous offering. A visit to a regular lumber camp and a large enthusiastic Parent-Teacher Association gathering there, completes our visit in Mississippi, for Alabama and Georgia are waiting and South Carolina and West Virginia are saying "come and bring us in as a part of the National family before the Convention."

KATHARINE CHAPIN HIGGINS.

MY SON

*I that had yearned for youth, my own, again,
And mourned the wasted hours of younger days,
I that had sighed for Spring, for Summer, when
The snows of Winter covered all my ways—
I that had prayed for years, for only one,
Have found that prayer answered in my son.*

*He is myself again, with hopes of old,
With old temptations and with old desires;
He is myself again—the clay to mold
Into the man, and all the man aspires.
Who says that youth returns to us no more?
He is as I was in the days of yore.*

*In my own days, in my own days of youth,
Ah, how I wished a comrade and a friend!—
To help me keep the quiet path of truth
And through temptation my own feet attend.
So shall I journey onward by his side,
His father—yea, his comrade and his guide.*

*I that have failed, shall shape success in him,
I that have wandered, point the proper path,
I signal, when the signal lights are dim,
A roof to fend him from the storms of wrath—
So we shall journey upward, I and he,
And he shall be the man I meant to be.*

By Douglas Malloch.

TO THE FATHER OF A BOY

BY FRANCIS MEDHURST

THAT must mean me," you say. It does. Whether you have a single young hopeful or the Biblical quiverful matters not at all. The essential thing is that you should be the proud parent of at least one small but strenuous son. In that capacity we want your undivided attention for a few moments upon a subject that is of vital importance both to you and to the boy.

We deliberately use the word "vital" because there is, there can be, no matter that so deeply affects that boy's life and, through him, your own, as the question of what he is going to make of this existence that has come to him from you and for which you are directly responsible in the very fullest sense of the word. He is your own son; he is the bearer of your name; he is, or should be, the pride of your heart and the center of your hopes. What makes or breaks him, makes or breaks you. You agree to all this as a matter of course. Then we know that we can carry you with us in what we have to say, for on your response to it—and we mean every word of this—hinges the whole future happiness of your son.

You think this

AN EXTRAVAGANT CLAIM

It would be, if we could not prove it. So sure are we of the facts that we put our case up to you, as sole judge and jury, with every confidence that you will see eye to eye with us both as a man of shrewd common sense and also as a father who wants the best that can possibly be had for his son.

Suppose some good friend of yours were to stop you on the street and ask you this question: "What is the most important thing in your life, the thing that counts the most with you deep down in your heart?" What would be your answer? Your business? But there are things that are nearer and dearer than that. Financial success? "But what shall it profit a man if he gain

the whole world and lose his own soul?" The esteem of your fellow men? But this, under certain circumstances, is only ashes in the mouth. Canvass all the possible answers and in the end they will invariably simmer down to one: "THE BOY! The boy's the thing! His success and happiness is what I'm after. Only let him make good and I don't care what else happens."

And how could it be otherwise? Has he not held your whole heart since the day when his mother, God bless her, let you catch the first fleeting glimpse of his small pink head nestled to her breast? Did not his helpless baby fingers groping blindly for yours re-enforce the appeal with a triple chain? Haven't you watched over him and built upon him every day since then? Wasn't his first smile an event in your life; his first word a miracle that thrilled you through? When he crawled valorously across the floor in search of forbidden objects to thrust into his mouth, smiling at you the while with an innocence that was the perfection of art; when he essayed his first unsteady steps clinging to your hand and grasped desperately at your legs for support; when he pervaded the landscape in season and out of season in his rumpled rompers and continually appealed to "Daddy" for help and comfort; when he graduated out of frocks and began to voice that endless string of unanswerable questions—at every stage of his young life, sick or well, sorry or glad, in disgrace or out of it, he has been the big thing for you, the thing for which you lived, and worked, and strove, and suffered, the thing for which you are building and planning at this very moment, your boy, the finest, spunkiest, brightest kid that ever was.

He is all that, and an immense deal more than that. He is an aspiring, ardent young soul, filled with vague longings and half-formed doubts. He is a quick, vigorous body, quivering with vitality. He is an

eager, inquiring mind, driven by an incessant urge to find out the truth of things. He is with all this a social being, intensely human and often unutterably lonely. Every one of these needs of his is crying continually for satisfaction. Are you seeing to it that they are being satisfied in the right way, the way that shall best promote his moral, mental, physical and social health, the way that will enable him to stand?

FOURSQUARE WITH LIFE

and to meet its many vicissitudes with courage and with confidence?

He is furthermore a bundle of elemental emotions, fine and sensitive to a degree but prone, nevertheless, to be swayed by any sudden wind of passion that may blow his way. The psychologists will tell you that he is of all created things the most malleable, the most plastic to every impression that reaches him from without, a piece, as it were, of living putty that changes at every touch, however slight, and is molded as inevitably by his environment as clay by the hand of the potter. Are you making it your business to keep that environment sweet and clean and wholesome? Are you molding the boy's character or are you leaving it to circumstances to do it for you?

You may say that "a boy's best friend is his mother." So she is. But we want to put a rider to that right here. A boy's best companion is his father, from the time that he struggles into his first knickers until he puts on the swallow-tails of manhood and must fend, in the main, for himself. Through all these formative years, the time of making or of marring for this boy of yours, your place is by his side, your arm to strengthen him, your hand to guide him, your knowledge to help out his ignorance, your cheering comradeship to show him how.

TO LIVE AS BECOMES YOUR SON

His mother will be close at hand to aid with her tender sympathy and her God-given intuition, but the boy must rely primarily upon you. There are lots of things a fellow hesitates to carry to his mother, but which he can talk over freely with Dad,

if Dad happens to be, as he should be, a good sport and a good chum, the kind of man one can take one's troubles to with the absolute certainty of meeting understanding and appreciation.

You may ask, "What is school for? Isn't education the thing to help the boy?" School is for a number of things, such as giving him a working knowledge of the three R's and the A B C's of science, government, literature, language, and the like, and for knocking off the rough corners and teaching him to find his level, but there are certain needs no school can ever fill. One of the most important of these is the social need, the desire for close and intimate human relations that is part of the makeup of every normal boy. Another is the need for emotional outlets, for pleasure and amusement, the crying need of every young growing creature. There are many others but these will suffice. Who but you is there to supply these demands, to provide the answer to that continuous quest? Are you to leave the child to find his playmates in the streets and his pleasures in quarters you would be the first to condemn? Are you to abandon the boy to such haphazard associations as he can find for himself? Are you to drive the youth to the society of juvenile Lotharios and of flappers whose moral sense is as attenuated as their skirts? Must he seek his pleasures in the pool parlor, the dubious movie, or the shady dancehall? A thousand times, no! The alternative is for you to step into the gap, to be a boy with your boy, to make his interests yours, to create a home atmosphere that shall show up the lure of these other places for the tinsel that it is. No father who is his boy's chum and confidant need worry very much about the kid going wrong. That kind of kid goes the other way and he generally travels with a good head of steam.

We have said enough to make clear what we are driving at. If you have never before realized your obligations to your boy, realize it now! And more, act on your convictions. Thought of any kind is only of use as an incentive to action. "Deeds," says the old adage, "speak louder

than words." What that boy of yours needs is action on your part. Don't deny him. The call he is making to you is the call of the blood. He is your very flesh. You can not, you dare not fail him, for your own sake as well as for his. Make up your mind right now to be to that boy of yours everything that you have not been, but that you should be if you are to

BE WORTHY OF THE TITLE YOU BEAR
Father is a name that should be just as sacred as mother. It isn't, because it is the habit of men to let their domestic obligations slide. Business, sport, a hobby, speculation—any outside interest, is good enough to command their best attention and their most vigorous effort. The family, which for you means the boy, gets what is left over. That isn't much of an offering, is it, to make at the shrine of your son's youth, that youth in which he is, all unconsciously, renewing your own?

We can conceive of

No SITUATION MORE TRAGIC

than that of the careless, over-indulgent, or merely casual father, who suddenly awakens to the fact that his boy, the boy who should have done so much, has made a failure of life, has brought not honor but disgrace to the name he bears. The picture of David weeping too late over his spoiled darling must be for every thoughtful father an unforgettable warning. "O,

my son Absalom, my son, my son Absalom! Would God I had died for thee, O Absalom, my son, my son!"

On the other hand, there is no state we know more enviable than that of the man who sees his son going ahead with the best of them, living up to the family tradition, making good financially, socially, morally. No man comes nearer capturing the prize of life than the fellow whose friends slap him on the back and cry enthusiastically, "Some boy that of yours, Bill! Wish to goodness he were mine!"

None of us like growing old, you no more than the rest. Well! Here is

A PRESCRIPTION THAT WILL MAKE YOU YOUNG AGAIN

overnight. Try it then, for your own sake, but most of all for the boy's. You'll find it even sweeter than when you went over the trail the first time. Spend as much as you can of your leisure in working, playing, reading, and planning with the youngster. It is the great adventure and incidentally the most wonderful piece of constructive work to be found anywhere. You can help your community, your country, and the world by making that boy a good fellow and a good citizen. Here and nowhere else lies your plain duty. It is up to you to tackle it without the loss of a moment.

—Courtesy of the Father and Son League, Denver, Colorado.



HOW TO CELEBRATE FATHER AND SON WEEK

A BRIEF HISTORY OF THE MOVEMENT

THE Father and Son Movement is not an old one. It will be fourteen years old on May 26, 1923. The honor of beginning this great movement, which last year reached hundreds of thousands of fathers and sons all over the world, belongs to B. M. Russell, who in 1909 was Boys' Work Secretary of the Y. M. C. A. in Providence, Rhode Island. Mr. Russell thought that it would be a fine plan to get fathers and sons together for the purpose of getting better acquainted, and thus this movement started.

The news of this successful venture spread rapidly to other Young Men's Christian Associations, and in the next few years many Father and Son dinners were held.

The first nation-wide observance of Father and Son Week was in 1918, and it has continued to grow and develop from that time.

PURPOSE OF FATHER AND SON WEEK

To get fathers to renew their interest in their parental obligations.

To lead sons to deeper respect and appreciation for fathers and home.

To lead both fathers and sons into closer relationship with the churches and Sunday schools of the city.

ORGANIZATION IN EACH CHURCH OR SCHOOL

A Father and Son Committee should be selected in each school or church. Each member of this committee should be chairman of a sub-committee such as the following:

Sub-Committee on Dinner, to arrange for the dinner, which should be served by mothers or some organization in the church.

Sub-Committee on Program, to have charge of arranging the banquet program, selecting the toastmaster, speakers, music, etc.

Sub-Committee on Tickets, to have charge of the promotion of the banquet, selling of tickets, providing sons for men who have none, etc.

FATHER AND SON WEEK DATES

Sunday. Opening mass meeting at Y. M. C. A. Assembly Room or school. Boys should usher. Special music. Short talks by one or two boys. Principal address by a leading citizen. This will be a great send-off for Father and Son Week. Every father and son invited to attend.

Monday to Saturday. Banquets in churches, schools, Men's Noon Luncheon Clubs, Lodges, etc. Nights to be selected by the individual organizations to suit their convenience.

Sunday. Father and Son Day in all churches. This will close the week's activities, and will sum up and clinch the effects of the week's banquets and get-togethers. Special sermons by the pastors on "Father and Son" topics. Other suggestions that have worked out with fine success in other places are:

Have boy ushers.

Seat fathers and sons together.

Have reserved section for fathers and sons.

Suggested topics for sermons:

"Living for the Boy."

"Father and Son Partners."

"What Kind of a Dad."

"Father and Son Pulling Together."

"Father—a Boy's Ideal."

"A Boy's Best Friend."

"The Greatest Profession—Being a Father."

"The Ideal Father and Son."

THE FATHER AND SON DINNER

1. The price of the dinner should be moderate. It is a fine plan to have a place on the reverse side of the ticket where the father and son may sign their names and addresses. Many churches have followed up these tickets in a profitable way, getting men and boys into church and Sunday-school activities.

2. The question of the age of the boys to be admitted should be decided by the committee. Experience teaches, and the Father and Son Committee recommends that the best age is ten years and above.

3. Often several small schools or churches can unite in a community dinner. The Father and Son Committee recommends these community dinners.

4. It is advantageous to have a fixed time when the sale of tickets will be withdrawn. This helps those in charge of the dinner.

5. Be sure to see that the boys who have no fathers are supplied with fathers for the evening.

6. Also see that men in your organization who do not have boys are supplied with sons for the evening.

PROGRAM FOR THE DINNER

1. Secure a toastmaster who has lots of "pep" and "snap." He will make or break the success of the dinner, so choose him carefully. Also one should be selected who will not consume too much time in introducing the speakers.

2. Make the program brief and full of life and enthusiasm. Many of these dinners have lost their full effect by having too many speakers. One principal speaker and a boy and a father are plenty to talk.

3. Have some good music, an orchestra, male quartet, or song leader.

4. Make your dinner purely a local affair. Have talks by a father and son from your own church or organization.

Then the main address, straight from the shoulder, on the relationship of father and son.

5. Have the strongest man possible for your main speaker. Hundreds of fathers and sons have been brought closer together and families have been made happier through a gripping father and son address, by the right word spoken at the right time by the right man.

SUGGESTED TOPICS FOR TALKS

FOR FATHERS

"Our Sons."

"It's Great to Be a Dad."

"Son and I."

"What Does a Father Expect from His Son."

FOR SONS

"Our Fathers."

"Our Church."

"It's Great to Be a Son."

"Father and I."

"What Does a Son Expect from His Dad."

FOR SPECIAL SPEAKERS

"Team Work for Father and Son."

"Our Homes—It's Great to Work Together."

"Father and Son in the Church."

"Chums."

"Who Shall Be the Father of My Son?"

"Right Relationships."

Too little has been said in the past about conserving the results of father and son activities. Many a father has been introduced for the first time to the necessity of joining the Parent-Teacher Association at a Father and Son dinner. Many fathers and sons have been drawn closer

EDITOR'S NOTE.—These suggestions, so clear and so varied that from them any community, however large or however small, could prepare a program for a week or for a day, were taken from the Bulletin issued by the Father and Son Committee of Omaha, and were presented to CHILD-WELFARE by the Father and Son League through the courtesy of its president, Mr. Frank H. Cheley. They are equally applicable to a Mother and Daughter Week, with a few verbal changes, for the fundamental idea is the same.

together by the general appeal of the father and son publicity. Plan to make the most of the wonderful opportunities of the follow-up of this week.

SUGGESTIONS FOR CONSERVATION

- Keep a careful record of those present at Father and Son functions. A fine idea appears under the heading, "The Father and Son Dinner," where it is suggested that the names be written on the back of the tickets, also the address. A personal letter of interest and invitation to some of the church and school functions would be a fine way to follow up your dinner.

- Special effort to get fathers to join the Parent-Teacher Association through personal interviews, etc.

- Organize a father's club to meet once a month to discuss matters of importance relating to their boys.

- Introduce a program into your school or church to meet the all-round needs of the boys of your community.

- Plan contests among fathers and sons in athletics, debating, oratory, etc., to go on through the year.

- Secure right leadership for boys' classes in your church school.

- Get into the hands of fathers a selected list of books on boy life. The Boys' Division of the Y. M. C. A. or the Father and Son League would be glad to furnish such a list of books. Fathers are really anxious for such things.

MOTHERS AND DAUGHTERS

A fine follow-up to this Father and Son Week is a Mother and Daughter Week. It will do just as much good and is no more difficult to promote.

PARTNERSHIP

*A partnership with God is parenthood;
What strength, what purity, what self-control,
What love, what wisdom should belong to them
Who help God fashion an immortal soul.*

—Mary Wood-Allen, M.D.

THE HUNDRED PER CENT FATHER

BY WILLIAM R. P. EMERSON, M.D.

EDITOR'S NOTE.—When, a year ago, through the courtesy of the author and of the *Woman's Home Companion*, we were able to give our readers "Are You 100 Per Cent Mother?" Dr. Emerson said that he was preparing an article on the 100 Per Cent Father. Here it is! How does one score card compare with the other? Get out your March, 1922, issue and see!

In a previous article we made certain suggestions to mothers for checking up by points their part in the life of the home. In this article are similar suggestions, based on a score of one hundred points, to help make clear the father's responsibility. The mother is so closely associated with the home life that we often neglect to take account of the other member of the partnership, but it is only when this mutual responsibility is recognized that the largest possible returns on their joint undertaking can be realized.

Since a great deal of the father's time must necessarily be spent away from the home, his score will depend more upon the spirit in which he co-operates with the mother's efforts and assumes his share of responsibility in making necessary decisions than upon the detailed carrying out of projects for the children's welfare. A great deal will also depend upon his example; but the patient day-by-day training and care of the children fall necessarily upon the mother, and it is but fair to admit that her task is the heavier. This fact should be realized when asking yourself the question, "Am I a 100 per cent father?"

I. 25 POINTS FOR THE GOOD PROVIDER

The natural duty of the father to provide for his family is so well recognized that there is even a tendency to consider this his whole obligation, and to absolve him from further responsibility toward the upbringing of his children. Family life is not to be judged merely by its creature comforts but by the whole atmosphere of the home and the physical and moral well-being of every member of the household. Therefore, essential as is the father's part in the matter of maintenance, I am allowing for this feature of his work only one fourth the

total score in order to make proper allowance for less obvious duties.

These twenty-five points are gained when the father provides suitable shelter, food, and clothing, a reasonable amount of recreation, and, to the best of his ability, a sufficient reserve to meet the recognized emergencies of life. The home is not properly safeguarded that has not some provision to meet illness, death, or sudden reverses, which otherwise fall with crushing effect upon the mother and children.

Of necessity the father must be largely responsible for the standard of living in the home, although he must enlist the co-operation of the mother and the elder children in apportioning the family budget fairly for the general good. Extravagance is a relative term, but living beyond one's income, whatever it is, is something that can be easily understood and guarded against. In many homes the father takes upon himself all responsibility in financial matters; in others, the mother is the sole dispenser of the father's earnings. Although it is true that she is in closer touch with the needs and desires of the children, the best results can be secured only when the parents work together in a common understanding.

As soon as the children are old enough, it is well to train them to a sense of financial responsibility by giving them a small allowance to cover certain definite items, which they can choose for themselves.

II. 25 PER CENT FOR HEALTH

The father's outside contacts in office or shop teach him that prevention of sickness and accident is now considered good business. He should apply this principal at home by periodically checking up the physical condition of his children to see that each is up to standard. Interest in

athletics and experience with growing animals help him to understand what physical fitness means.

He can weigh and measure the children himself, and if they fall below the average weight for their height he should recognize it as a dangerous symptom and arrange at once for a thorough physical-growth examination. The 100 per cent father will be present at this examination, that he may understand the significance of any defects found and take measures for their prompt correction before permanent injury and possible deformity result.

Poor nutrition is the basis of a very large proportion of our cases of disease; even the great white plague is fundamentally a nutritional problem. It has been demonstrated that more than half the diseases of childhood are preventable, and the length of human life could be increased one third were the existing knowledge of hygiene universally applied. It is conservatively estimated that at least one half of the 3,000,000 or more sick-beds constantly filled in the United States would be unnecessary, and over 600,000 yearly deaths could be prevented, if such measures as are entirely practicable were promptly undertaken. How negligent, then, is the father who, in the face of these facts, fails to watch his children's physical condition or to take action at the first indication that they are falling below par.

A father, who was one of the most prominent men in his city, recently received notice from a private school that his son would have to stay out of school for a year on account of poor health. The father had not been taking active part in the care of the child because the mother resented his interference with what she considered her special work. The boy was then sixteen, and received for the first time a complete physical examination. He was found to be fourteen per cent under weight for his height, which meant a retardation in growth of nearly two years, and he had six physical defects.

The father at once interested himself in the boy's condition, had his defects corrected, and when he was thus "free to gain"

sent him to the woods to recuperate. Here he was put on our nutrition program, with mid-morning and mid-afternoon lunches and rest periods, and special instructions to prevent over-fatigue. As a result of this régime he gained twenty pounds in the seven weeks of the summer vacation, and returned to school in such condition that he trained for the football team, and missed only two days' school attendance throughout the year.

In my work with children in nutrition classes I have found so much depends upon the co-operation of the father that I always try to secure his presence at one meeting, at the least. In many cases failure to secure results with a malnourished child is traced directly to a shrug of the father's shoulders at what he considers foolish insistence upon early hours, daytime rest periods, or regulated food and health habits. This is rarely the result of indifference, but rather of a failure to understand the purpose of our instructions, and when the matter is thoroughly explained to him he "signs up" willingly and the child's chart shows a prompt improvement.

In only one case in all my experience have I received the reply, "My father doesn't care." This was from a little girl of nine, seriously under weight, who came to me for examination in Los Angeles. Her father was unemployed and her mother working to support the family. Her condition was so serious that I felt it should be explained to her parents, and when I told her to ask her father to come to the class meeting next time I confess it was a shock to hear her say, "But my father doesn't care." I repeated the request, explaining my reasons for it, and for the third time she gave the same pathetic answer, "But my father doesn't care."

A more typical instance of hearty co-operation was that of an Italian father in an Eastern city who appeared faithfully every week at the meeting of the nutrition class. When I asked him how he got away from his work (he was a barber and ran his own shop) he cheerfully replied: "When it is the health of my child, I close my shop and I come here."

III. THE FATHER'S PART IN HOME CONTROL

Instead of the united allegiance upon which successful family life fundamentally rests, too many homes show a divided authority in matters of discipline, and children quickly learn how to appeal from the decision of one parent to the other. This is absolutely fatal to good order and control, and leads to ingratitude and disrespect toward one or both parents. The father should never take the part of the child who is resisting the attempt of the mother to exact obedience.

Because the father's authority is less frequently exercised, it can be all the more effective in enforcing the mother's decisions. I have seen such a father a positive factor in the upbringing of his children through the tact and good sense of the mother in calling on him for support. In this home there was no divided authority. Neither parent ever sided with a child against the other. When the father said, "Mother and I have decided," the children knew that it was really a joint decision, and concurred.

Lack of home control, it will be remembered, is, next to physical defects, the leading cause of malnutrition. Over-indulged children who are allowed to do as they please, almost invariably form bad food and health habits, and many a nervous breakdown in later life is the result of over-fatigue from a lack of proper supervision during the growing period. Children love excitement and enjoy late hours, and need to be carefully trained to know the value of rest and regular habits of living.

Some of the worst cases of malnutrition with which we have had to deal have occurred in families where the father's business kept him away from home for long periods, and the mother was not able to enforce obedience alone.

The meals at which all members of the family are present offer the best opportunity for training both in courtesy and in good food habits. The father can do much by his example to instill in the children a consideration and respect for the mother which will make her discipline easier. Above all, he must avoid argument with

her in their presence, and give his support to all her efforts in maintaining authority.

IV. IDEALS AND CHARACTER

Twenty-five points for character building may seem to be a small allowance for so important a part in a child's training, but the father's share in establishing home control is also to be considered with these credits. The well-ordered home, where an atmosphere of cheerful co-operation prevails, is indirectly training the character of the children and forming habits that make good conduct instinctive and automatic. Through the positive training in good food and health habits valuable lessons are also given in perseverance and self-control.

The father's influence naturally increases as the child grows older, and his example is a telling force in forming the child's social and civic standards. Ideals of fair play, of hard work, of service, of law and order, of good citizenship, should be part of the father's contribution to the home training of his children, both boys and girls. These can be instilled both positively by example and negatively by avoiding and condemning actions contrary to their spirit.

Frank discussion of matters of right and wrong, with patient explanation of the basis on which good conduct rests should not be left to the mother alone. It is a dangerous thing for a boy to acquire the notion that it is feminine or "soft" to have high ideals and live up to them. As the child grows older, high ideals are necessary to physical as well as mental health.

We are accustomed to speak of the "spoiled child" and of the "spoiled mother" as well. But too often we see the "spoiled father" who, by selfishly insisting upon first consideration, makes life miserable for his whole family.

I may seem to be straying somewhat afield in this discussion of the 100 per cent father, and I should be glad indeed if I could accomplish my purpose as a physician—to get children well—without going outside the bounds of strictly medical work. But because the matter of health is so fundamental to every department of family life, it is necessary to call attention to the fact

that the father's responsibility is not ended when he calls a doctor and pays the bills.

If he fails to do his part in following out the physician's instructions; if his own habits give a bad example by letting a good time take precedence over health; if he fails to interest himself in the school life and daily activities of his children; if he leaves all their training to the mother because he is preoccupied with his work, then he is not entitled to the full twenty-five points which we have allowed for Ideals and Character.

In the score card for the 100 per cent mother we allowed twenty-five points for

the child's daily program. This is offset in the present score by the twenty-five points credited to the father for the maintenance and support of the family. In the other seventy-five points their responsibility is joint and equal. While the mother has to meet the steady and persistent demands of daily life in the home, the father must share in all important decisions, and is no less a force if his spirit unfailingly support her efforts. Both a 100 per cent mother and a 100 per cent father are needed in the homes that will train up healthy, happy children to be the best citizens of the future.



SCORE CARD FOR FATHERS

I. 25 POINTS FOR THE "GOOD PROVIDER"

Deduct 5 if your family has not proper food.

Deduct 5 if proper shelter is lacking.

Deduct 5 if the expenditure for clothing is not fairly distributed.

Deduct 5 if you fail to provide reasonable recreation for all members of the family.

Deduct 5 if you are not saving a portion of your income as a safeguard for the future.

II. 25 POINTS FOR HEALTH

Deduct 5 if you are ignorant of the physical condition of your children.

Deduct 10 for failure to have a complete physical-growth examination for each under-weight child.

Deduct 10 for failure to co-operate in having defects corrected.

III. 25 POINTS FOR HOME CONTROL

Deduct 10 if you do not exact obedience.

Deduct 5 for allowing a child to appeal to you from the mother's just decision.

Deduct 5 for failure to support the mother's authority.

Deduct 5 for over-indulgence that may interfere with the child's health.

IV. 25 POINTS FOR IDEALS AND CHARACTER

Deduct from your score for every act, and every failure to act, by which you evade your responsibility in the upbringing of your children.

OUR BOYS A GREAT NATIONAL ASSET

The boy is looming large upon the horizon as worthy of special attention. Our hope lies in our children as never before. The boy of today becomes the factor of to-morrow in the replacement of America's man-power. The strongest bodies and the clearest minds are needed now as at no other time. The wisest care we can, therefore, bestow upon our boys is the surest investment for our country's future. They must be made strong in every fibre. Their minds must be wisely trained; their hearts must beat strong and right. The responsibility of the American father is suddenly increased a hundredfold. For, truly, as we sow so shall we reap, and never was it so necessary and so vital that the harvest of American men of the future shall be productive of the best."

—Edward W. Bok.

ON THE SCREEN

BY HILDA D. MERRIAM

National Chairman, Better Films Committee

Since the last issue of the CHILD WELFARE MAGAZINE, the better films committee has seen 31 feature films, of which eleven are endorsed for our lists. We wish our readers to bear in mind that we are not endorsing for adults alone, and that there may be worthy films suitable for adults only which are not suitable for the family. Last month we listed "Shadows" as such. There is nothing in "Shadows" to hurt our young people, but also there is nothing to interest them, but it is a splendidly done adult film. We adults forget that the young people are not interested in the problems that face us as adults. If we take them to see films that bore them, then they will prefer to choose their own films. But on the other hand, if we try to choose films which they will enjoy, then they will be very glad to go with us instead of with the gang.

Mr. Hays feels that when all films are clean, the problem of the industry will be solved. It will never be solved that way, and as the industry grows, so will this problem. No one can say that Norma Talmadge's "Voice from the Minaret" is indecent in any way. It is not. But while adults may properly be entertained by a problem play, where the husband loves another woman and the wife loves another man, what parent wishes to take the *family* to see a film based on this dilemma? It is this classification of films which must be made. Our books are so classified in the library and in the book store. We should take our *family* to see the kind of film that we could read, as a book, around the fire-side together.

Douglas Fairbanks and Mary Pickford have proven that decidedly juvenile books, the kind you read in the first grades in school, like "Robin Hood" and "Little Lord Fauntleroy" can be made interesting for the entire family, and adults alone can enjoy them as much as children, but no one has proven, or ever can prove, that problem plays like "The Woman of Bronze," or "The Voice from the Minaret," no matter

how clean or beautifully done, can ever be made attractive for the entire family. Young people wish to think of their heroes and heroines as living happily ever afterwards. They are not yet interested in the problems that arise as the years pass on, and can not we let them be happy in their care free days?

The National Congress of Mothers and Parent-Teacher Associations recommends the following additional films:

For the Family:

Marion Davies in "Adam and Eva" (Story of rich man's children, who believe he has lost his money, and endeavor to support themselves).

Buster Keaton in "The Electric House."

Tom Mix in "Romance Land."

"Java Head."

Wallace Reid in "Thirty Days."

Johnny Walker in "Captain Fly-by-Night."

For High School Age:

"The Third Alarm" (sad story of the passing of our fire-department horses.)

"A Front Page Story" (a cleverly done newspaper story).

Agnes Ayres in "Racing Hearts" (story of rival auto dealers and a race).

Jack Holt in "Nobody's Money."

"Omar the Tent-maker."

Comedy for the Family:

"Col. Heeza Liar and the Ghost."

"Felix Turn the Tide" (Pat Sullivan Comedy).

"The Home Plate." "A Tough Winter."

Educational Films for the Family:

"Hunting Big Game in Africa" (the H. H. Snow expedition) a remarkable record of hunting with a new vehicle—a Flivver.

"Great American Statesmen Series" (Urban)—Abraham Lincoln, etc.

Prizma—"I Know a Garden."

Pathé Review—"The Dust People" (Morocco); "The Sun Path"; "Manly Sports of Japan"; "The Cities That Time Forgot"; "The Grafters", etc.



CAMP ROOSEVELT, THE "BOY-BUILDER"

OF the many unique plans for taking care of boys during the summer vacation months, Camp Roosevelt, nationally known as the "boy builder," offers, perhaps, the most novel method. This camp, located near LaPorte, on Silver Lake, Indiana, is the first of its kind in the country to come under the wings of a public school institution. Its purpose is to take boys off the city streets, away from poolrooms and other questionable places and companionships, and to give them a daily program of concentrated work and play, and at the same time to ground them in the fundamentals of clean, wholesome American citizenship. Any boy ten years of age and over, who bears a clean moral character, is eligible for attendance at the camp. During the summer of 1922, twenty States were represented, boys coming from New York, Tennessee, and even Canada.

It is interesting to learn how such a project has been brought about.

Major F. L. Beals, U. S. A., the founder and commanding officer, keenly aware of the need for supervised vacation programs for boys, and realizing the limitations of the exclusive private camps, sought to establish a great Olympian playground for boys from all parts of the country, and from homes of the well-to-do as well as the poorer parent. To accomplish this, he asked for and secured the support of the War Department of the United States Gov-

ernment, who lend the necessary tentage, cots, mattresses, and in addition, assign military instructors. He also secured the coöperation of the American Red Cross, the Y. M. C. A., and other national organizations, and the Chicago public school system, in order to cement the foundation, made the camp a part of its summer school system. Now boys earning credits in the camp school may take them to their home schools upon returning in the fall, and receive full credit for the work done there. The faculty consists in the main of teachers selected from the Chicago public schools.

Those who do not care to enter the schools division may, if they are 14 or over, enter the R. O. T. C., or military division, which affords a maximum of outdoor health-building and recreation, while the younger lads find a life of romance and joy in the Junior Camp.

Many of the country's most prominent citizens donate yearly funds sufficient to carry on this excellent work begun by Major Beals. Boys are required to pay but a minimum fee for bed and board.

During the past four years, since the inauguration of the camp in 1919, more than five thousand boys have passed through the various courses of training. More than one hundred officers, instructors, scoutmasters, "Y" secretaries, athletic coaches, etc., assist Major Beals in his big task of not

only providing for these boys a happy, wholesome summer, out in the open, but of teaching them thoroughly the groundwork of good American citizenship. Statistics reveal that an average of seven boys to one instructor is maintained during a period, thus receiving almost personal attention, which, of course, would be impossible in any other type of summer camp. For this reason, Camp Roosevelt is looked upon as an ideal in this vast new project of handling boys during the long vacation period, and many other camps are endeavoring to emulate the high example it sets.

The 1923 camp will begin on July 2, and close on August 18. Our readers would find much of interest and benefit in a careful study of the Roosevelt plan. Major Beals, who occupies the position of Professor of Military Science and Tactics and Supervisor of Physical Education in the Chicago public high schools, is always glad to offer suggestions or advice in "boy training," as he has made this subject his life work. Inquiries sent to his office, 460 South State Street, Chicago, will receive immediate attention.



Fundamentally the questions of love and confidence between parents and children underlie the whole social system—not only underlie, but are. Our civil life in the long run will rise or sink as the average family is a success or failure. All questions of social life will solve themselves if the children are brought up to be the highest they are capable of being, if our social and family relations are as they should be; if not, no material prosperity, no progress in literature, art, success in business or victory in war will make up for it to the nation.

—Theodore Roosevelt.

“WHAT'S THE MATTER WITH FATHER?”

BY WILLIAM BYRON FORBUSH

WHAT'S the matter with father?" The matter with father is that he is an artful dodger. As a neighbor recently confessed to me, "When it comes to parental discipline, I either skid or skidoo." Father is a consulting rather than a practising parent. He is like that curious South American lizard which, when pursued, drops its tail in the pathway to interest the pursuer, while it itself escapes. Father makes it his conscientious business to give his family money and everything that they need—except himself. "I never had a father," said a friend to me. "Did he die when you were quite young?" I asked with sympathy. "Oh he isn't dead; he's a Shriner."

The other day I received a letter from a boy of thirteen, in which I read the following passage: "What can I do to get my father interested in baseball? There doesn't seem to be anything we can talk about when we are together, and you can imagine that we are not very good friends." A few days later we had a letter from a mother who asked us this question: "Confidentially, is there any way to make a father feel that he has a responsibility in rearing his sons? The father in this home is a man of sterling character and high ideals, and a man to be proud of. The only thing is that his responsibility as treasurer of the hospital and chairman of the greens committee at the golf club has in the past eight years been paramount, and there has been no time for home life."

You can picture these situations. Two reputable men are fulfilling every responsibility in life except their principal one. One of them at least is trying to serve humanity, and yet he has a boy at home who is saying, "Do you want to serve humanity? I am it." We get a pleasant glimpse of a man who for eight years has never failed to win public approbation by keeping the sward smooth on the putting greens of his native town, but at the tremendous price of leaving his children half-orphans.

YOU'LL HAVE TO PLAY WITH HIM

Your boy has a right to have his father play with him. Is this too much to ask? You love your child enough to want to be friends with him, let us say. To be friends with any one it is necessary that we do some things in companionship with him. Now, your child cannot share what you are doing, so you must share what he is doing. And what is he doing? Mostly, playing. That is what he is a child for. If he wasn't doing that, he wouldn't be a child. For a short time it may be possible for a father to live on a pedestal from which he descends, like Jehovah in the Old Testament, with a dictum or a discipline, as he feels disposed. But a perch is at best uncomfortable, and you cannot bring up a child entirely on what you tell him about how good you were when you were a boy.

Some very good men have failed at just this point. The editor of a popular magazine for mothers is so touchy that his son can't live with him, and has to be sent away to school, and the child of the editor of one of our largest religious weeklies was a prodigal. But an old Irishman, chief of police in Philadelphia, left a widower with a large family, once told a company of fathers that he had never known a child to go wrong in a home where the father played with his children for an hour after supper, and he added, with justifiable satisfaction, "And I've tried it myself."

To play with a child doesn't mean to use him as a plaything, and then, when you have tired him out, spank him because he is cross. It means to get down where he is, to do what is so much harder than to be a child, namely to become one. In W. H. Mansfield's poem a small boy complained that his father did everything for him except this; and he uttered this sensible protest:

"But I just can't help thinking, sir, what
great sport 'twould be
If paw'd been born a little boy, so he
could play with me."

THE FATHER AS A TEACHER—SOME OF THE THINGS HE OUGHT TO TEACH

Another thing a child has a right to ask from his father is that he should teach him. Even when we are driven to our last cowardly defense, "My wife brings up my children to my satisfaction," we have to acknowledge that there are some things which a woman cannot well teach her sons. One of these is how to work. The problem of work for children in this country is today more important than the problem of play. I sympathize heartily with the agitations against child-labor and in behalf of playgrounds, but I have little patience with the idea that because a child ought not to be employed publicly and for wages until he is through school, therefore he is to have no chance to learn through experience that work is more fun than play, and that because he has a playground he has no need of a workshop.

"Wait till father comes home, and we'll fix it for you," said a boy of six proudly to his mother, in a home where father had discovered that his son had other uses for his hands than to keep them clean.

TEACHING THE JUNIOR PARTNER HOW TO SPEND MONEY

A father ought to teach his boy how to spend money. It is a difficult art, as the man himself knows. The most foolish man in this country is the money-maker who endows his immature children with a license to be spendthrifts. Next to him in folly is the man in comfortable circumstances who continues to give his high-school son the same fifty-cent allowance that he received when he was a child, because "he doesn't know the value of money." The former will probably soon foist upon the public a son of the type euphemistically known as "chicken-snatchers," and the latter, subject to semi-weekly hold-ups from his impoverished offspring will wonder vaguely why he cannot think of a financial arrangement with them which is as fair and businesslike as that which he has with his other junior partners. For that is what growing children are—our junior partners—and when a boy is old enough to have a

fancy in neckties he is old enough to have a budget and buy all his own clothes.

WHEN THE GIRL-PERIOD COMES

One more thing that a father ought to teach his sons is an intelligent and chivalrous attitude toward womanhood. Aside from the proper reticence of mothers, every man knows that here is a whole realm of feeling into which no woman can enter, and which only a man ought to try to interpret.

When a father asks himself what one experience he would prefer that his son should omit, he can hardly shirk his own share in protecting him from it. And in general, when the time comes that youth rushes on like an avalanche and wings seem so much better than nests, and a youngster hears his mother's advice and follows his father's example, a father can hardly afford to sidestep. In any town that is big enough to have chop-suey there is a special time and place for fathers.

DO YOU KNOW HOW MUCH YOU DON'T KNOW

The extent of ignorance concerning the usual facts of childhood of some parents is such that if a man were as limited in his business, he could not hold a position as errand-boy. Not only has a father never read a book about child-life, but he seems to have a complete loss of memory about himself before he was twenty-one.

Fathers complain that their children lie and steal and make unworthy companionships, forgetting that every boy who ever lived that amounted to anything did every one of these things. They give their children allowances of five cents a week and then hound them if they visit the candy store or divert their Sunday-school penny to secular uses. They lose their tempers with their children, and then want to know why they are not more respectful. They try to "lick" their growing boys, and then want to know why they stay out nights. They do everything that is stupid, and yet always complain of their offspring and never of themselves.

For years the books on child-raising have

been just as plentiful, just as explicit, and just as cheap as those on stock-raising or on business management. Why don't fathers get intelligent upon their great human problem?

Fathers ought to know their own children particularly. Dean Le Baron Briggs, of Harvard, has said that most of the prodigal sons who get into trouble at the university are spoiled by their fathers before they come. Would there be private military academies—practically polite reformatories—all over this country if fathers everywhere knew more about their sons? Would you care to be a father who didn't understand his son when he was with him and couldn't trust him when he was away?

It may be a man is not so much to blame if he doesn't know much about his babies; he is not called on to nurse them. But he really should give as much attention to knowing what they do and think and dream when they are older as to several other things which somebody else can do just as well.

It will not take much time. It will be a lot of fun. And it will win both peace and glory—the peace of having done his

biggest job well, and the glory of having made his best contribution to his country.

A FATHER IS REALLY AN ADMIRABLE PERSON TO BE A PARENT

It takes two people to bring up a child. Reluctant though he may be to confess it, a father is really an admirable person to be a parent. He is more likely than the mother to be sympathetic with a pungent course of hygiene and exercise for his growing children; he ought to be more ingenious in arranging the playroom and finding home-wrought occupations; he always has the freshness of approach of one who is not around all the time, and he is supposed to have that larger outlook which is so essential to the broadening lives of oncoming children. If a father would put his mind on his parental task, he could be just as successful as he is at what he calls his "business." It may not earn him such a largely attended funeral, but it will be better for him after his funeral is over. For if it is right for a father to have a son, his son has a right to have a father.

Courtesy of

The University Society, Inc.



A BOY'S DIARY

BY ERNESTINE EMERY



MY little boy of eight was giving me considerable food for thought because he lived so much within himself and apart from the rest of the family, and my anxiety arose from the fact that this exclusiveness was not developing any thoughtfulness for the comfort and pleasure of those about him. Whenever a request was made, he cheerfully fulfilled it, then returned immediately to his book or his blocks.

Wondering what would be the most politic as well as the most efficacious way to bring about a change, I decided to talk it over with him at the first psychological opportunity. This soon came, and I sauntered up the proverbial Avenue of Approach by telling him how glad I was that he always left his play cheerfully when

any one asked a favor of him, but that I wondered if he had ever stopped to think how much lovelier it would be to give surprises by being on the lookout to anticipate the wishes and needs of others; and didn't he think he could do just one kind act a day that he hadn't been *asked* to do, that he had thought of all by himself?

An instant's pause, and he solved the necessary attractiveness of the problem himself. "I know, mother; I'll keep a diary, and every night I'll write down what I've done. I'll get a big piece of paper and rule it now, for two weeks."

No sooner said than done. No sooner done than little Mr. Absent-Minded forgot all about it, and not until almost bed-time did it occur to him again. Then, with a despairing glance around him for an op-

portunity to make good on his first day, he saw a floor covered with toys, and valiantly he said, "I'll pick them up alone, Peggy; you needn't do any of it." To this new order of things his small sister raised not the slightest objection. Bed-time witnessed the following entry: "Cleared up toys all by myself."

Tuesday was a day of oblivion to thoughtfulness, and I, all too keen for quick results, mentally looked ahead for another remedy. But with dusk came remembrance, and when the children came in from their play in the snow, Peggy was urged to take off her heavy shoes downstairs so that brother could take them up for her and bring down her slippers.

The balance of the week showed little variation from the shoe episode with the exception of one night when even this was forgotten, and the diary was not thought of until the children were getting ready for bed. A wild, eleventh-hour look came into the boy's face, and the diary was spared the mortification of an unpencilled space by the fact that he "put toothpaste on Peggy's toothbrush."

At the end of the first week we read the diary together with no running comments. When we finished, the little chap looked at me with his eyes all love, and said as his arms went around my neck, "But I haven't done a thing for *you*, mother." I tried to encourage him, and suggested that he begin earlier in the day to watch for opportunities. He followed my advice, with the result that Monday's record had two acts of kindness shown to mother. "Laid fire for

mother." "Took mother's apple core downstairs."

The second week was a decided improvement over the first. Soon after that we moved and the diary was neglected, but the thoughtfulness continued to grow; fitfully, perhaps, but enough to show that the seed was taking root. Tact grew, too, a natural accompaniment.

Six months had passed when I broke my leg and was confined to my room for several weeks, and there seemed to be no one to take care of me. My boy, without a word to any one, even to me, assumed charge. He brought up all my meals, and what is more, he cooked them if there chanced to be no maid. He ran on my errands. He left his play many times daily to see if I was all right. He took his own money, money he had earned, and bought me ice-cream and a box of the first blueberries of the season. And in what way did he do it? With a smile, with many a kiss and love pat, and with never a hint of being tired. The pain was lost sight of in my daily surprise at his cheerful persistency.

For three weeks he voluntarily waited on me hand and foot, answered the telephone and the door-bell, helped Peggy out of her numerous troubles, bandaged her cuts, and diplomatically tided her through the intensely hot days. His mind was busy, too, making comparisons. I did not suspect this until my young nurse smilingly said to me at the end of an unusually hard day, "Gee, mother, I'd have something to put in my diary tonight, all right!"

THE DAY'S NEED

*Each day I pray, God give me strength anew
To do the task I do not wish to do,
To yield obedience, not asking why,
To love and own the truth and scorn the lie,
To look a cold world bravely in the face,
To cheer for those that pass me in the race,
To bear my burdens gaily, unafeard,
To lend a hand to those that need my aid,
To measure what I am by what I give—
God give me strength that I may rightly live!*

—The Youth's Companion.

ARE YOU USING YOUR NATIONAL LITERATURE?



National Chairman of Literature, N. C. M. and P.-T. A.

BY NANCY B. EATON



AM I wondering if the circles belonging to the National Congress of Mothers and Parent-Teacher Associations are getting the full benefit of the material which is available to them and to which they are justly entitled. I image there are always new circles coming into the Congress which do not know just where to write or what to ask for.

Now let us suppose you are a new circle. You have written to your State Corresponding Secretary, whose name you have doubtless gotten hold of through your school authorities, she has furnished you with directions for joining the state and National organization, and you have paid your full dues through your state Treasurer. As soon as your name is placed on the state Treasurer's books you will probably receive:

A State Year Book;
perhaps a state program book;
and a state organizing book;
and very likely a Bulletin from your state President at regular intervals.

Other excellent material is furnished by some states, such as:

Plans from different state chairmen;
Loan Papers for Program use;
Bulletins and papers from the State University;
Book Lists from local and University libraries, etc.

The next step is to write to the Executive Secretary at the National Office in Washington, stating that you have paid your dues through your state Treasurer and asking that material be sent to your circle President. You are entitled to one National Year Book free, but do arrange to buy several copies for the use of your other officers, important chairmen, and your school principal. The new Year Books will soon be ready, so be sure not to miss your copies.

The 1923 edition of the "Hand Book of Information about Parent-Teacher Associa-

tions" is available now. Single copies will be supplied free, but I think it is well to buy at least ten copies at five cents each and let your members pay you back the nickels if you care to.

Ask the Executive Secretary, Mrs. Watkins, to supply you with a small quantity of the free leaflets:

How to Join the N. C. M. and P.-T. A.
Reasons for Parent-Teacher Associations.
What the National Does with the Money We Send.

What Prominent Educators Say about Parent-Teacher Associations.

Evolution of the Mothers' Pension.
Six Plans for Increasing Membership.

A New Leaflet, Membership Suggestions for State and Local Chairmen.

Constitution and By-Laws for Local Parent-Teacher Associations.

Mothers' Circles, Pre-School Age.

The Child Four-Square.

Children's Code of Morals.

Thrift Program.

List of Books for Children and Parents.

Hints to Ambitious Parent-Teacher Associations.

The Elusive Vitamine.

A Well-Filled Market Basket.

Managing the Income.

A Program of Work for Local Parent-Teacher Associations.

A New Leaflet—Community Recreation.

A New Leaflet—Parents' Associations in Churches.

A New Leaflet—A Year's Work for a High School P.-T. A.

Two new Founders' Day Leaflets—An Alphabet, and a History of Founders' Day. A New Leaflet on Racial Health is in process of preparation, also the Score Card and leaflet on Physical Education.

List of Loan Papers.

A New List of Available Literature for Parent-Teacher Workers.

This material is prepared by National Officers, the heads of different Departments

and Committee Chairmen, or by specialists invited to do so by the Congress. Other chairmen will furnish new leaflets shortly.

It has been the policy of the National Congress to publish National leaflets on organization and departmental problems, and to furnish material for study and programs in the form of Loan Papers. These papers may be borrowed from the National Office for twenty cents each, and may be kept for three weeks. If you have never used a National Loan Paper as the basis for discussion at one of your afternoon meetings, begin next September's work with the one which Angelo Patri has written especially for us. It is intended for mothers whose children are just starting into the schools. He presents the child's point of view and leaves a big problem for mothers and teachers to solve.

We have an excellent new Loan Paper by one of the foremost authorities in the country on "The Care of Children's Teeth." Mrs. Merriam, our "Better Films" Chairman has furnished the Congress with a splendid paper on that subject. Two new papers written by Miss Heyle of Missouri State University on "Training Little Children," and "Training Children to Like Needed Foods," are highly recommended by the Parent-Teacher Circles of the state from which they have come. Other new Loan Papers are in preparation and there are a great number of excellent old papers; these I have mentioned are too new to be listed.

I have saved for the last the most valuable thing we have to offer our circles and our members the CHILD WELFARE MAGAZINE. You can readily see that any organization as large as the National Congress of Mothers and Parent-Teacher Associations must have some regular means of communication with its various units. The magazine serves that purpose, bearing a message every month for every one of the half-million members from our National President, furnishing program suggestions for our meetings and containing excellent articles to be reviewed and discussed in carrying them out, offering to the different officers and Department Chairmen the opportunity to put their plans before the circles through its pages, and reserving many pages for State News, so that one state may profit by the experience of the others.

It is my opinion that no circle without the CHILD WELFARE MAGAZINE can really keep up with the work of the National organization. What would you think, you who have used the magazine regularly and know its worth, of making it a rule for every association to pay for one subscription with its annual dues, that is, to add one dollar to that part of the Association dues going to the National, and receive one subscription to the magazine, to be sent preferably to the Treasurer, and to be used, of course, by the whole circle?

This suggestion is not *Official* in any sense, but just what do you think of it?

CONVENTIONS HELD IN DIFFERENT STATES

IT is interesting in looking over the records for the past twenty-six years to note that aside from the capital of our country, the national conventions have been pretty evenly scattered throughout the various sections of our country.

In Washington, D. C., there have been held ten national conventions, including three that were international.

In the far west three conventions were held, one in California in 1907, another in Oregon in 1915, and the third in Washington State in 1922. The middle west, most easily reached from all the states, has entertained conventions as follows: Iowa, 1900; Ohio, 1901; Michigan, 1903; Illinois, 1904; Colorado, 1910; Missouri, 1912 and 1919, and Wisconsin, 1920.

The conventions held in the South were at Louisiana in 1909, and Tennessee, 1916. In the eastern states the conventions were held in Massachusetts in 1913 and New Jersey in 1918.

In 1906 the convention was to have been held in Los Angeles, California, but on account of the earthquake and fire this was postponed to 1907. Also arrangements were made to go to Texas, but an epidemic there interfered.

KATHARINE CHAPIN HIGGINS.

PRELIMINARY PROGRAM OF THE TWENTY-SEVENTH ANNUAL CONFERENCE OF THE NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

LOUISVILLE, KENTUCKY, APRIL 23-24-25-26-27

MONDAY, APRIL 23, 1923.

National Board of Managers' meeting, morning and afternoon.

Registration of Delegates, Hotel Seelbach.

6.30 P. M.—Banquet, Hotel Seelbach.

Address, "The Rights of the Child in a Democracy." Mr. George Colvin, State Superintendent of Public Instruction of Kentucky.

TUESDAY, APRIL 24, 1923. Ballroom, Hotel Seelbach.

9.30 A. M.—Reports of National Officers: President, Vice-Presidents, Corresponding Secretary, Treasurer, Historian.

Reports of Executive Secretary, Field Secretary, Endowment Fund South American Extension Work, CHILD WELFARE MAGAZINE.

Afternoon Session—Round Table Conference on Health, led by Mrs. Fred Dick, Vice-President and Director of the Department of Health, including the following subjects: Child Hygiene, Monogamous Marriage, Physical Education, Racial Health.

Round Table Conference on Public Welfare, led by Mrs. M. T. Phelps, Vice-President and Director of the Department of Public Welfare, including the following subjects: Better Films, Country Life, Immigration and American Citizenship, Juvenile Protection, Legislation.

8.00 P. M.—Music.

Address, "Economic Value of Education," Dr. William E. Clark, Memphis, Tenn.
Address, by Eugene T. Lies, Playground and Recreation Association of America.

WEDNESDAY, APRIL 25, 1923. Ballroom, Hotel Seelbach.

9.30 to 11.00 A. M.—Closed Session for Voting Delegates only.

Business Session: Revisions, Report of Nominating Committee, Election of Officers. Reading of Resolutions.

11.00 A. M. to 12.30 P. M.—Open Session.

Round Table Conference, led by Mrs. Eugene Crutcher, Vice-President and Director of the Department of Home Service, which includes the following subjects: Children's Reading, Home Economics, Home Education, Mother's Child Study Circles Pre-School Age, Recreation and Social Standards, Thrift.

Afternoon Session—Round Table Conference, led by Mrs. Henry Osgood Holland, Vice-President and Director of the Department of Organization and Efficiency, including the following subjects: Child Welfare Day, CHILD WELFARE MAGAZINE, Parent-Teacher Associations in Churches, Parent-Teacher Associations in Schools, Finance, Membership, Literature.

Round Table Conference, led by Mrs. J. C. Todd, Vice-President and Director of the Department of Education, including the following subjects: Humane Education, Kindergarten Extension, Scholarships, School Education, Visual Education.

8.00 P. M.—Music.

Addresses by Dr. John J. Tigert, United States Commissioner of Education, and by a speaker to be announced later.

THURSDAY, APRIL 26, 1923. Ballroom, Hotel Seelbach.

9.30 A. M.—State Presidents' Day.

Reports from the various states will be given. State Presidents will be guests of honor at luncheon. The Kentucky Committee is planning many unique features for the program of the day.

3.30 P. M.—Ride about city followed by Tea at the Country Club.

8.00 P. M.—Music.

Address, "Young Folk and Old Rhymes," Mrs. Helen Bradford Paulsen,

FRIDAY, APRIL 27, 1923.

Trip to Lexington and Frankfort. Arrangements are being made, provided there are enough people desiring the trip, to have a special train for this excursion. At Lexington the delegates will be taken for an auto ride through the famous Blue Grass Country. Returning, the train will stop at Frankfort, where it is hoped the delegates will be received by the Governor at the Executive Mansion.

SATURDAY, APRIL 28, 1923.

Meeting of National Board of Managers.

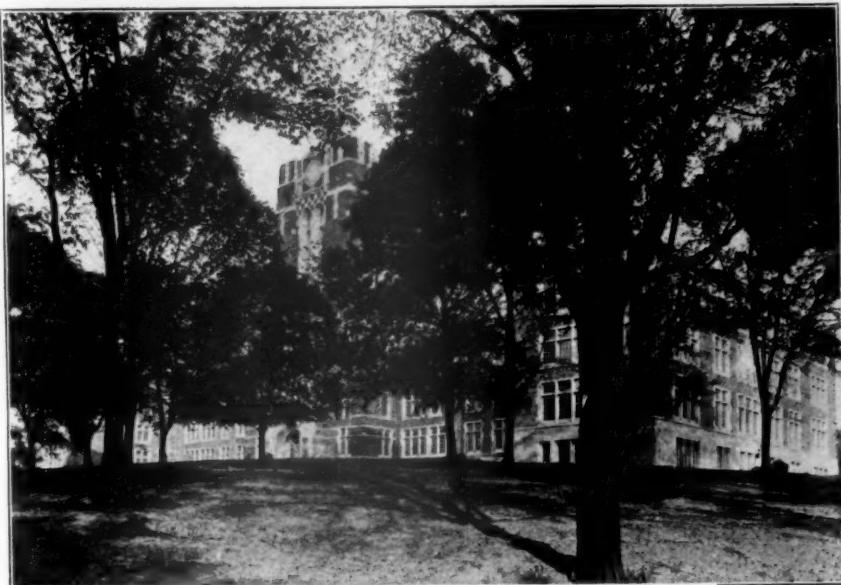
SUNDAY, APRIL 29, 1923.

Trip to visit the Mammoth Cave, one of the wonders of the world. Price of trip not over \$10, including railroad fare, meals and trip into cave.

All delegates to the National Convention are cordially invited to attend the Kentucky State Meeting, Monday, April 23, 1923. This will be a business session for the reading of annual reports and election of state officers.

Tea will be served every afternoon for the visitors. On Monday afternoon, April 23, the tea will be given in honor of the national officers.

Plans are being made to broadcast from the Louisville *Courier-Times* Broadcasting Station every night during the convention from seven to eight o'clock the messages of importance from the addresses of our speakers. All the members who have a radio in their homes should be sure to "listen in" at this time and hear the high lights of the convention.



By resolution of the Tennessee Congress of Mothers and Parent-Teacher Associations at its Convention in October, 1922, it became affiliated with the General Extension Department of the University of Tennessee, the first State University to establish such affiliation.

THE "VOLUNTEER STATE" AND THE UNIVERSITY

BY MRS. CARL J. BRAKEBILL

Tennessee Chairman of Press and Publicity

To CO-WORKERS IN PARENT-TEACHER ASSOCIATIONS:

My dear Friends:

We are going to have a course in Parent-Teacher organization and management at the regular session of the Summer School of 1923.

Do you realize what a big thing has been accomplished in this affiliation, and what it is going to mean to the Parent-Teacher Associations of Tennessee to be a part of their state university?

This is the first time that such a course has been given by a state university, and we are justly proud of the fact. This co-operation was brought about through the untiring efforts of the state president, Mrs. Eugene

Crutcher and by the enthusiastic approval and support of Dr. H. A. Morgan, President of the University and Dr. John A. Thackston, Professor of Education.

While visiting in Knoxville, Mrs. Crutcher had a conference with these gentlemen in regard to our work, and Dr. Morgan was so deeply impressed by her enthusiasm and earnestness that he said, "We need you as a part of our University, and we want you to be connected with us through the Extension Department."

At the state meeting in Johnson City, the formal invitation was given by Dr. Thackston, in the enforced absence of President Morgan, and the vote to accept it was unanimous. At the same time we were

asked to hold our next state Convention at the University, in October of 1923, and this invitation also was accepted with pleasure.

The Training Course, which will embrace all the subjects essential to efficient Parent-Teacher work, will be conducted by the National Field Secretary, Mrs. Winifred Carberry, and though of course its especial object will be to develop leaders, it will be of immense value to all parents and teachers. In connection with this Course, another will be given to train leaders for Parent-Teacher Associations in churches, and Mrs. Edward Houk, State Chairman of that branch of the work, has secured Miss Mae Lynn to give the instruction. Dr. Henry S. Curtis, author, lecturer and consultant on Recreation will be present during the two weeks of the Parent-Teacher sessions, which will open on June 25th. Arrangements are being made to offer rooms and board for the students in a Fraternity House on the Campus.

Our special work for the year will be the rehabilitation of our rural communities through the rural schools, and plans are being perfected for the establishment of a Students' Loan and Scholarship Fund, in both of which undertakings the University will be of inestimable value to us.

Dr. Thackston reports that letters asking for information are coming in from all over the state, and this indicates a rapidly growing interest, which we hope will result in a large attendance to demonstrate our appreciation of the co-operation of the President and the Faculty. Details may be secured by writing to Dr. John A. Thackston, University of Tennessee, Knoxville, Tennessee.

As a mark of appreciation of Mrs. Crutcher's efforts and her services to the Congress, she has been made a Life Member of the state organization, and we are also honored by having as another Life Member, President Morgan of the University.



WHAT BOOKS DO BOYS RECOMMEND TO EACH OTHER?



BY HUBERT V. CORYELL



IN the past ten years, especially the last five, I have been learning that if you can get boys to discuss the books that they have read, passing judgment from one to another on the relative merits of these books, the sum total of their opinions will be not far from correct. Boys can distinguish the masterpiece from the time-killer just as well as we grown-ups—sometimes better, for they are not prejudiced, as we are, by tradition. Moreover, the honest recommendation of one boy to another carries far more weight than the recommendation of any grown-up; for boys, through sad experience, have come to suspect us adults of wishing to force "dry old stuff" down their throats. Instead, therefore, of arbitrarily choosing their books for them, it behooves us to get boys to discussing book values among themselves, and to find out what they recommend to one another, so that when we are called upon to give a book to a boy we

can say, "Here, Bill, this is a book that Tom, Dick, and Jim are crazy about," at the same time knowing that discriminating grown-ups approve of the book, too.

Perhaps it seems like assuming a great deal to be confident that combined boy opinion will to any extent coincide with mature adult opinion. But in this case it is not an assumption; it is a cheering fact brought to light by a good many years of careful investigation on my part. Let me describe the way in which I have come to this conclusion.

When I was a boy myself, I remember thinking that my teachers were the poorest judges of literature I had ever met. They gave me nothing to read but "dry old stuff" like "Evangeline," "Enoch Arden," "Silas Marner," "Roger de Coverley Papers," and the like. I resolved at that time that if I ever got to be a teacher I should recommend something worth reading, like the "Jungle Books," "Swiss Fam-

ily Robinson," "The Last of the Mohicans," and others of the same sort.

When I did become a teacher, I began confidently prescribing these books. Soon, to my surprise and regret, I found that the boys felt very lukewarm toward them. Indeed, I had real trouble with one boy, who disliked "The Last of the Mohicans." I did my best to make these books interesting, but the boys showed no enthusiasm.

However, one day a boy brought into class a book that I had never heard of, called "With the Indians in the Rockies," by James Willard Schultz, and begged me to let the class read it. He exhibited the book to all, told me it was a true story, and showed me that Houghton Mifflin Company had published it, which rather eased my pedagogical fears. The class read the book with infinite delight. It was full of interesting and true-to-life descriptions of the way a white boy and a Blackfoot Indian managed to live through a winter in the Rocky Mountains, cut off from every supply or source of help. They did not even have weapons or fire when their adventure started. Yet they lived and—but I must not spoil the story. It is worth reading.

That happened several years ago. At first I thought simply that I had discovered a marvelously fascinating book. I had; but that was not the best thing I had discovered; the real discovery was that boys are eager to read what other boys recommend, and that they harden themselves by force of habit against anything prescribed by a teacher. So I decided to stop prescribing, and to let my boys lure each other on. I planned, of course, to veto books that seemed undesirable; but I wanted to see what boys would actually recommend to each other and to stir them up in this way to reading more widely.

My literature periods began to change their aspect. Before choosing a book for reading in class we called for suggestions; boys offered their favorite books, gave their reasons, and voted on what seemed most worth reading. In the older classes—boys from twelve to fifteen—we ceased to read much in class, but discussed books in

class and read them outside. Then we began to have boys prepare careful reports on their reading, to be made orally, reading a sample incident from the book reported on and passing a personal judgment on the value of the book.

Almost at once we found ourselves dividing books roughly into three classes: Class I, the books we felt no boy should miss; Class II, worth-while books that could not be classed so highly; and Class III, books which were frankly time-killers. We discussed the qualities that would put a book in one class or another, and settled the matter by vote; for I had learned by this time that teacher arbitration was like sand in a gear-box.

Presently we began to make some calculations as to how many books a boy could be expected to read during his boyhood. We decided that the number was probably between two hundred and four hundred. We estimated that there must be several thousand books for boys on the market. We then saw plainly that we must choose a very small percentage of these to read. We discussed the basis of choice. We decided that the common-sense thing was to read the superfine books first—the books that "no boy should miss." We decided that after this we should read the merely worth-while books; and that we should read the time-killers only when we got restless and felt that we must have a literary spree.

Somebody then suggested the gathering of a list of books that "no boy should miss." We voted that each boy should make an alphabetical list on cards of the books that he believed should be included in Class I. We started. Soon a boy said he wished we could have a Class II list also. Lastly, one lover of thrilling adventure stories said that he didn't see why we couldn't keep a list of the time-killers, too. So it was voted that each boy should classify all the books he had read into three classes, and that we should combine these lists. Again we started. Day by day boys brought to class library cards on which they had written the titles of the books, the names of the authors, and the

names of the publishers. Also they wrote on each card a brief statement as to what the book was about, and why they classed it as I, II, or III.

I believe that this process of classifying books according to their merits, each boy passing his own judgment independently and giving his own reasons, did more to develop a thoughtful attitude toward books than all the teaching and preaching I had ever done. We did nothing to forbid the trashy book; but the very act of labeling it trashy raised the boy's own taste one step higher. He became less inclined to read that kind of book when he had a good list of other books which his comrades declared were "too good to miss."

A curious back-fire from this scheme of getting the boys to form their own opinions came at about this time in the form of requests for my opinion on doubtful books. I was tempted to use these requests as opportunities for teaching real literary appreciation. But I controlled the impulse. Instead, almost invariably I threw back the question on the class or on some boy in the class, not giving my own opinion unless pressed for it, and even then giving it without undue emphasis. For instance: a boy asked one day what I thought of "Lorna Doone." Instead of pouring out my own liking for the book, I said, "Well, I like it, but I'm not sure how it would appeal to a boy. It may be too old for you." At that a boy who had previously put himself on record as liking "blood-and-thunder" books raised his hand. "Oh, I don't think it's too old," he said. "I liked it."

"Did you find too much long description?" I asked.

"Oh, there was some description," he answered, "but most of it was interesting."

By this time three other boys were nodding agreement. A fourth held up his hand and said he thought it was slow. One of the advocates asked him how far he had gone in it, and he blushingly admitted that he had read only a few pages.

"Oh, well," said the first boy, "you can't tell what a book is going to be like in just a few pages." And the class chuckled its

approval, though probably most of them had a tendency to drop a book after a few pages of trial if it was slow.

Now had I, the teacher, praised the book and chided the boy for not giving it a fair chance, no other boy would have read "Lorna Doone," and almost all would have made up their minds to go on dropping books with slow beginnings. But because my "blood-and-thunder" friend in the class had done the talking several read the book, and I suspect several resolved to give other books a fair trial.

Another boy asked me what I thought of Zane Grey's books, saying that his father liked them, but his older sister said her teacher called them trash. As a matter of fact, I enjoy Zane Grey's stories immensely, but I should perhaps hesitate to recommend them to boys as really worth reading. As I was pausing to consider my reply a boy just in front of me spoke up:

"They're awfully exciting, but you couldn't call them Class I books."

"How would you class them?" I asked.

He scratched his head doubtfully.

"I guess they're time-killers," he said.

Another boy, who is a curious combination of natural-born athlete, mischief-maker, and serious-minded student, but whose athletic ability and propensities for mischief bulk largest in the minds of his companions, asked me what I thought of "Uncle Tom's Cabin." As a matter of fact, that truly great book had never appealed to me as a boy, and I hesitated to answer frankly. I followed a hunch, and threw the boy's own question back at him.

"What do you think of it?"

"Oh, gee," he said, "I think it's great! I think it's one of the best books I ever read."

Later on he confided to me in the presence of several boys that after reading "Uncle Tom's Cabin" he had decided never to call a colored man a "nigger" again.

Many boys expressed the feeling that "Swiss Family Robinson" was absolutely impossible and childish, because everything came to the family on the island just when they wanted it. There was a big discussion on this point, but in the end a

quarter of the class listed it as a book that "no boy should miss."

In combining the individual book lists, by unanimous consent we took first the books "that no boy should miss." Immediately we found that to save waste effort we must list only the books that were recommended by at least two boys. After read. So the list was mimeographed and passed around. This has been done now each year for three years. Seventy boys have passed judgment. The only thing I have done is to veto books that seemed undesirable—and in three years I have not vetoed half a dozen books!

The full list I keep on library cards. About fifty of the most popular books are put into the mimeographed list, with a brief statement of the nature of the subject-matter and with a number showing how many boys out of the seventy have recommended the book. The boys use this list willingly, because they know that other boys have made it up by their recommendations. They know that no teacher is imposing "dry old stuff" upon them. Yet here is the list, most of the books of which were recommended by at least ten boys. I do not think a teacher need be ashamed to offer such books to the young people in his care:

Adventures of Tom Sawyer.

Arabian Nights.

Biography of a Grizzly.

The Black Arrow (recommended by 44 boys out of 70).

Black Beauty.

Bob, Son of Battle (42 boys).

The Boys' Life of Theodore Roosevelt.

The Call of the Wild (48 boys).

Captains Courageous (39 boys).

A Christmas Carol.

The Deerslayer.

From the Earth to the Moon.

Gulliver's Travels.

Hans Brinker.

Huckleberry Finn.

In the Great Apache Forest.

Ivanhoe.

Jim Davis.

The Jungle Books (44 boys).

Kidnapped.

Kim.

King Arthur and His Knights.

Lad, a Dog.

The Last of the Mohicans.

Little Women.

Lorna Doone.

The Man Without a Country.

Men of Iron.

The Merchant of Venice.

The Merry Adventures of Robin Hood.

Monarch, the Big Bear.

Mysterious Island.

Oliver Twist.

On the Warpath.

Otto of the Silver Hand (36 boys).

The Prince and the Pauper.

Red Fox.

Robinson Crusoe.

Rolf in the Woods.

The Story of a Bad Boy.

Swiss Family Robinson.

Tanglewood Tales.

The Three Musketeers.

Tom Brown's School Days.

Tour of the World in Eighty Days.

The Trail of the Sandhill Stag.

Treasure Island (53 boys).

Twenty Thousand Leagues Under the Sea.

Two Years Before the Mast.

Uncle Tom's Cabin.

Westward Ho!

White Fang.

Wild Animals I Have Known.

With the Indians in the Rockies.

I hope that it will be noted that "The Jungle Book," "Swiss Family Robinson," and "The Last of the Mohicans," which I so nearly ruined for my boys by prescribing, are among their favorites, after all. By ceasing to prescribe them I saved them.

No doubt there are many good books missing from this list, many of higher literary value. But these are books for boys, and the main thing is to develop the appetite for wholesome reading by giving them something at the same time palatable and worth while. We consider this only a beginning. But, from the point of view both of the boy and of the grown-up, we consider it "safe and sane."

Reprinted from *The Outlook*.

THAT NINETEENTH ROUGH DIAMOND

BY ROLLIN LYNDE HARTT

TAKE eighteen rough diamonds, young and vigorous, turn them loose on a nineteenth rough diamond; add a ball, a bat, a catcher's mask, and a "very congregational lynch-law sound" punctuated with yells of "Slide Kelly, slide!" or "Kill that umpire!"—and lo you have our national game almost anywhere. On the village green, for instance, if your village affords a green. On the "sand lots." Or out yonder at the edge of the city, where the pound used to be, and a dump still is, and where billboards make a capital backstop.

Just this ease of marking off a diamond almost anywhere is what eventually lines Babe Ruth's pockets with gold and gives Ex-Judge Landis a salary like a film star's. For the throngs who pay to watch a professional ball-game are onlookers but not outsiders. When we whoop "Ee-yay!" from grandstand or bleacher, it is because we ourselves have "been there."

Even mere verbal snapshots of a ball game set our blood tingling—for example, this: "The ring of the bat, flying forms that fling themselves feet first along the ground in clouds of dust, other forms with heads thrown back and faces upturned, one horror-stricken figure moving across the far, far background, his posture that of anguish, hoping against hope—and victory is ours! We howl." No wonder! In our rough-diamond days we, too, knew the joy of triumph. Also, we knew the pang of being "walloped by the Cedarvilles" and slinking supperless to bed.

But, whenever you find eighteen rough diamonds playing ball on a nineteenth as rough, you suspect that somewhere behind the scenes lurk some enterprising citizens who have found that there is no way of maintaining cordial relations with growing boys which quite equals the diplomacy of giving them a chance to play ball.

So it comes about that there comes from Community Service, 315 Fourth Avenue, New York, a lively interest in the nineteenth rough diamond and is broadcasting plans

and specifications for its improvement. To wit: Pick a level field, preferably two hundred and thirty-five feet square. Mark off a diamond measuring ninety feet along each side. If feasible, let the sides run oblique to the outer boundaries of the feet. Get a five-sided home plate, made properly of whitened rubber, and plant it so that two of its sides will extend twelve inches along the lines of the diamond from the angle. Opposite the point run a line seventeen inches long and connected with the ends of the twelve-inch sides by lines eight and a half inches long. On both sides of the home plate, place the batters' boxes, six inches away from it. They must measure six feet one way by four the other, with the longer side facing the home plate. Immediately behind the home plate, provide the catcher's place on a gradually sloping mound not more than fifteen inches higher

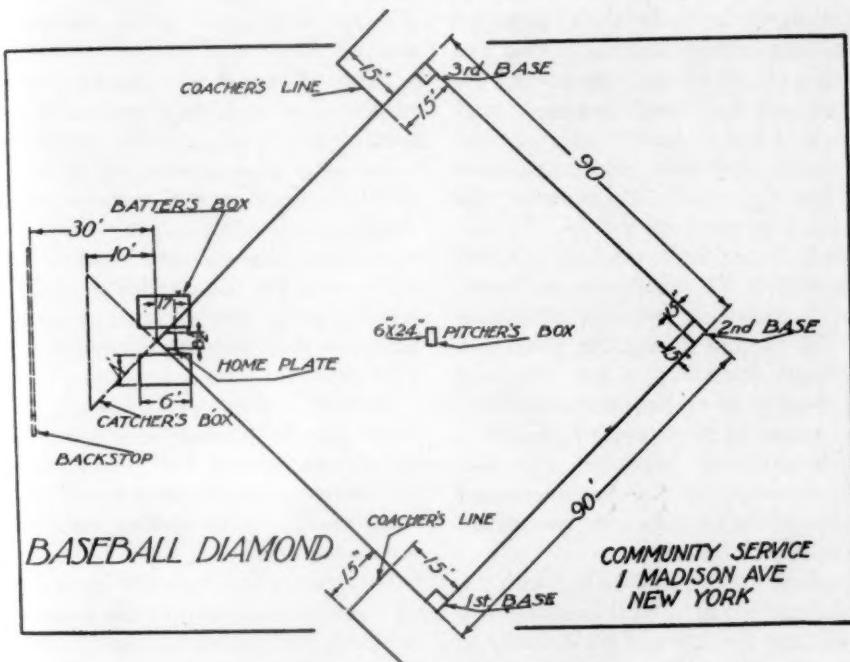
and within a triangle made by extending the sides of the diamond and connecting them by a line ten feet from the point of the plate. Now draw a coacher's line at right angles to the side of the diamond, fifteen feet from first base measuring along the line from the home plate to first base. Draw another at right angles to this and parallel to the side of the diamond and extending out a little beyond the base.



At third base, provide a similar coacher's line. Finally, mark foul lines on the fence—that is, unless you prefer to use foul flags—and there you are, gentlemen, with a diamond worthy of the game and of yourselves.

But others, too, are there—or will be—and it remains to control the spectators.

Give them a simple bench two hundred feet long, parallel to the base and foul lines and at least thirty feet away, on each side of the diamond, starting near the backstop and ending in the outfield. Or perhaps you can afford a grandstand. If so, have a space of at least thirty feet between it and the home plate.



One really can't go far wrong in marking out a baseball diamond when a clear diagram like the one above is available. The measurements and directions for marking are all given. All one needs is a field, a tape, and an interest in the national game.

A HIGH SCHOOL "VISITATION" IN MASSACHUSETTS

THE parents' day at the High School, affording an opportunity for visitation to all Winchester people, proved one of the most successful affairs of an educational nature, both to parents and pupils, yet held in connection with our schools. It is estimated that about 500 visitors attended, and the record kept at the

lunch counter shows that 800 were served during the school session.

The novelty of holding the High School session from 3.30 in the afternoon to 9 in the evening, not only appealed to the interest of the pupils, but gave ample opportunity to everyone in town who so desired to visit the school. Serving the

usual school lunch for the visitors provided further opportunity for visitation for the men-folks, they being able to attend school upon their arrival from business in the city without going home first for dinner, thus reaching the school during what, with regular hours, is the middle of the day, with school work in full swing.

The various committees of the Parent-Teacher Association, under whose auspices the visitation was held, had their hands full ushering, introducing and explaining various phases of the work to the many visitors. The scholars and teachers were evidently gratified to see the interest taken in their work, and every effort was made to show how thoroughly and efficiently the studies could be conducted.

As was to be expected, the largest visitation was during the early evening hours, but nevertheless there was an attendance of over 250 visitors during the afternoon. Many parents attending in the afternoon with the thought of making a short visit to the class room of their son or daughter, found themselves so interested that they remained through the entire session, and the pleasure of the scholars over the interest shown was apparent.

The teachers, too, were gratified with the results of the program, and it is safe to say that all of them met more of their scholars' parents on that day than at any other single time during their service in the school. Many of the older members of the staff were obliged to give every period between classes over to greeting and welcoming their friends.

The work of the school was conducted as far as possible in the same manner as it would be at any regular session, although the unusual conditions made some variation an absolute necessity. But where the work varied, it was to the advantage of both parent and pupil, for such differences as appeared were in line to enlarge upon the work and give the visitors opportunity to grasp the method as well as the result.

The idea, was to hold the regular Tuesday session of the school from 3.30 in the afternoon to 9 in the evening, this being

done for the convenience of parent visitors. A corps of ushers were on duty, meeting the visitors upon their arrival and conducting them to the library, which was used as a headquarters for the visitation. At the library, ladies in charge of the registry provided the visitors with any information desired, the most popular service being to list the recitation rooms of sons or daughters during the session. The ushers directed the visitors to the various rooms desired.

In the library there was arranged a small exhibition of such work as could be shown; thus in the drawing, sewing, millinery and commercial departments, attractive dresses and hats, together with some excellent examples of drawing in both free-hand and mechanical departments were to be seen, not to omit the commercial work, in which several cover designs and arrangements made on the typewriter were admired and marveled over.

During the lunch period for the scholars, which was held separately from that for the visitors owing to limited accomodations, the visitors were directed to the assembly hall, where the time was occupied with community singing.

The visitors had their first opportunity to see in the school library the bronze tablet commemorative of Professor Charles F. A. Currier, just placed in position. This tablet was placed in the school with the proceeds of a fund created by Professor Currier's friends after his death. He was a member of the School Committee from 1901 to 1912, serving for ten years of this time as chairman of the board, and to his ability and foresight much progress in Winchester schools is due. A balance left in this fund is to be used for the purchase of books for the school library.

Although the official day closed at nine o'clock, the interest of all was such that everyone was reluctant to close the program, and it is safe to say that all studies of the day were thoroughly completed at the close of Tuesday's school.

An informal reception was held after the classes closed, continuing until nearly ten o'clock.

THE THIRD ESSENTIAL OF A GOOD EDUCATION THE WORK HABIT

BY ELLA FRANCES LYNCH

IT is a fatal blunder to confine our efforts to educating the head alone. We ought to take the whole child into account. Instead of the three R's of respected memory, let us think now and then of education in terms of the three H's, heart, head and hand. This month we shall consider the close relationship between the head and the hand, taking for granted the long-recognized fact that a habit of work, well formed and deep rooted, is indispensable to a good education.

In every corner of our land parents are exhausting their resources without avail to provide for children the "royal road to learning," not realizing that the fine things of this world are near and easy of access and that true education consists in knowing the simple essentials of life. The word "culture" makes a strong appeal to all right-minded people, yet the majority put it among the unattainables as something essentially expensive, foreign, "Bostonian," at the nearest. Yet if you will thoughtfully consult a good farmer, a great poet, and a dictionary, your eyes will be opened to the fact that true culture is quite as attainable on a farm in Minnesota as in the shade of a university! On one point all of these authorities agree: there can be no culture without thoroughness. Here we stand on familiar ground, for every thoughtful mother knows that before her children can learn thoroughness they must learn carefulness, and that by establishing early the habit of doing simple things exactly right she is starting them on the road to higher education and culture in its best sense.

People do not sufficiently realize the great educational value of making a child do the same thing day after day, regularly and punctually, no matter how prosaic the task. It is even claimed by a new school of educators that we should not require of the child any effort, either physical or mental, in any direction, of which he does not see the practical purpose. But we who

remember our own childhood know very well that children do not weed the garden nor carry in fuel nor wash dishes simply because they recognize the practical need for such things getting done. As an instance of this we need only turn to the coal pits of England, where thousands of boys are employed with the ponies, and other light jobs. To quote my friend, Mrs. Alec-Tweedie: "These boys are invariably the sons of men at work in the pit. They themselves will in time become miners. When these lads are told to do something they do not approve of, or anything upsets their temper, they refuse to work, they come out on strike, and when the boys go on strike, their own fathers are put out of work."

Children allowed to do what they want to do, don't want to do anything. People have got to work. There is even more pleasure in work than in anything else for the man or woman trained from childhood to continuous exertion. But monotony is unavoidable in learning. At the start a new undertaking is always interesting and progress is rapid. But very soon the difficulties introduce themselves and at the same time the novelty begins to wear off. This is when compulsion must be used. It is not nearly enough to teach a child how to perform certain tasks. That is a simple matter. The important and difficult thing is to make him keep at it until uniformity and regularity have taken the place of inattention and the craving for variety.

In the foregoing paragraph I have touched lightly upon nearly every important phase of the psychology of habit as related to work. Neither interest in the undertaking, nor recognition of its practical value, nor self-interest, nor all three together, will suffice to keep a child at a task day after day until the series of acts has formed a habit. Compulsion is an indispensable part of the training to carefulness and thoroughness.

The next point is, that when the habit of work becomes established it becomes pleasurable, and this holds true whether the initial performances were pleasurable or the reverse. These, then, are the three stages: The beginning, which may or may not have been pleasurable; the middle stage of indifference or even repugnance to continued effort; lastly, an inclination towards the task that actually becomes a need, so that any unusual interruption results in uneasiness rather than pleasure.

Where does habit begin? Psychology teaches us that it begins with the first act of a series of actions. If the first act left no trace then there would be no beginning. But every action leaves some trace on the nervous system and a series of acts means "the creation of paths of least resistance." Thus the old proposition:

"Repeated acts form habit;
Habit forms character;
Character forms destiny."

To make a sound body in a sound mind there must be bodily and mental effort in due proportion. If the nervous system is in constant use, it wears out, and this is especially true in children, who should be making strenuous physical effort if for no other reason than to let the nerves rest. No formal gymnastics can equal in health-giving value the natural bodily exercises called for by house chores, the care of animals and plants, cultivating the ground and such regular work, especially the kind that brings children into contact with the soil. Among the lessons handed down from the ancients, and popularly considered mere fables, there is none more instructive than the legend of Antæus. Sprung from the earth, as we all are, he was invincible as long as he remained in contact with the Primal Mother; but being separated from the source of his strength, he was subdued and slain. In this day of fast pacing and overcrowding, the children whose good fortune it is to be reared on a farm and to learn to do the thousands of useful things incidental to farm life, have an opportunity that the millionaire may well covet for his children.

No legacy of lands and dollars can make your children as truly independent for life as the facility and willingness to do whatever comes to hand, yet this is a kind of priceless capital within the reach of the lowliest home. Even if it had no value whatever except as a kind of old-age insurance, it would be worth all the trouble of its acquisition, since it is no great burden to carry. Statisticians tell us that by sixty-five the majority of men have settled down to final failure and dependence upon others for support, but how many final failures has the reader known among men and women who were perseveringly and intelligently active? In time of stress a smattering of book-knowledge alone will not win an undying welcome at an alien hearth. Efficiency along lines of commonplace activities will make one a welcome guest when personal misfortune leaves showier accomplishments at a discount.

The habit of work is considerably more than the key to material gain. A sense of responsibility is to the moral life what gravitation is in the physical world. The well-trained mind, the well-balanced character, are closely associated with a habit of work. Those parents fail in their bounden duty who send children to school before taking such simple means of forming character as is supplied by the habit of work. Children are not naturally loafers; they realize pleasure as well as profit in learning and doing, and it is the business of education to train them during the pliable years so that their lifework, whatever it may be, becomes their principal source of pleasure. Anyone who allows them to shun and avoid doing the thing disliked, or who allows them to do everything playfully, is actually placing difficulties in the way of a naturally intelligent child's healthy development. So when mother brings up the coal because Paul has gone to bed and forgotten it, she is setting in the child's way obstacles that nature did not place there, and that are harder to surmount than the natural ones.

Perhaps one of the most overworked words in the American language is concentration. How often a mother will say to

the teacher: "My child is lacking in concentration; I hope you will overcome that." Now, there is hardly a seven-year-old in my school who has not been taught the school's definition of concentration: "Attending to your own business; doing as you are told, and keeping at your work until you get it done." Lack of concentration is usually a mingling of laziness, shiftless and disobedience, for which the home is chiefly to blame. It is a pretty name for a deadly disease, for which the best remedy is the old-fashioned treatment herein described.

Because activity is the law of child nature, it is easy and natural for the mother to teach and enforce physical work. Instead of nagging children to be good or quiet, she keeps them so busy that they have little time to be naughty. She begins this training in an easy way, giving the little learner only little and single tasks. She does not give things which are impossible to do, or without sufficient instruction and drill. She finds out what the child can do, since a task that would be very easy for one child might well be too difficult or too lengthy for another. She does not try to fit the back to the burden, but she regulates the burden to the back.

A certain number of well-planned, regular tasks are much more educational than unplanned, erratic help, such as running errands. In assigning a task, the question is not whether it is going to prove interesting to the child or not, but *is it worth while for the child?* Is he able to do it? Am I going to make him do it properly? It is the business of the child to lighten your labors, and it will also be his joy, if you exercise wisdom in your planning. Make the tasks, as a rule, come in the forenoon. Lead him to see that by putting off a task he makes an easy thing hard and a hard task hateful.

If parents are watchful about their own conduct, striving to establish the kind of habits they want their children to have, child-training becomes quite simple. Systematize your household plans so that you have certain hours for a certain number of things that must be done every day, such

as rising, meals, and so on. The greatest time-saver for men and women is to know that meals will always be on time. It is easier to do this than not to do it. Get your schedule running smoothly, so that the entire family has a time for each thing and begins forming the habit of doing these things on time. This does away with a certain amount of questioning and dilatoriness on the children's part that otherwise would really be excusable.

Make the child help himself. Of course, it is much more troublesome to teach a child how to do a thing than to do it yourself, and this is the real cause of many a mother's remissness. See that you do not do things for a child that he is able to do for himself.

As I said in the beginning, thoroughness is impossible without long drill in carefulness. Give only such tasks as you yourself can supervise; then follow up every time and see that these are done as nearly right as the child can do them. Show your pleasure over honest effort and lead the child to rejoice in the finished task.

From the age of two, a child should be "helping mother" and "helping father." This help, given day after day, as the child loves to give it, in a well-ordered household, constitutes the finest of training during the home kindergarten period. At six a little girl should be learning to make her bed properly and to do the simplest household duties, the easy part of nearly every branch of work. A boy of six should regard himself as getting ready to do a man's work. The child of seven should have some care of a younger child for set times of perhaps half an hour, but no child should be given the care of baby indefinitely, for it has the appearance of an endless task and is bound to be hated as such.

Children and grown-ups alike get more pleasure out of the work that can be measured, and this is natural and legitimate. If the children have picked berries, measure the quantity and let them estimate how many pints or quarts were picked in an hour. You will find them eager to outdo this record the next time. If weeding or similar work is to be done, set the alarm

clock to go off at the time suitable for the work to end, and they will gladly strive to get their very farthest before it rings. Praise them for trying; oh, never, *never* neglect to take account of honest effort! It is this recognition of effort that makes men strive. It is not the money but the handclap.

I picked up a large book the other day, compiled by an authority on child labor, and found each page so depressing. This man sees only the ruined health, the ignorance and illiteracy which are the outcome of making children work too long and steadily at farm tasks. He described many, many cases of children who were

unhappy and unhealthy and uneducated as a result of outdoor work in the country. I believe he stated the facts as he saw them. But I am sure that if, in these same homes, the children had been loafing instead of working, the results would have been depressing, too. The home was not right! Work was drudgery! This need not be so. Abraham Lincoln worked hard; but he was never a drudge. Get the right attitude towards life, the spirit of helpfulness in the home, and of respect for honest labor, and children and grown-ups will find that hard work is a tonic. "Hast thou seen a man diligent at his work? He shall stand before kings!"



WHERE IS YOUR BOY'S CLUB?

WHEN you go home in the evening and see your little shaver of a son running up to greet you, you laugh at his sturdy round legs and the dirty, pudgy hands and the face smeared with jam and hair all rumpled. You catch him up in your arms, dirty as he is, and give him a squeeze and say, "You dirty little rascal," or "You naughty little boy." But in your heart you are shouting: "You are positively the most wonderful bit of humanity in the world! My son!"

You make all sorts of resolutions as to how you will ward off the powers of evil, and keep the filth of the earth from contaminating him.

But the years come and go and the fat, lovable little chap reaches the "awkward age" of youth. He is shy and perhaps because of this very shyness, he is a bit insolent. You take it into your head that you can't afford to "take anything like that from a whippersnapper."

You antagonize him. You grow apart.

The boy finds other ways of obtaining understandable companionship. The day comes when you find he is doing something you never dreamed a son of yours would do. Your heart is broken.

There is no use arguing as to whose fault it is.

Boys have the gregarious instinct. They hunger for companionship and friends.

The home is the most perfect setting—the one suitable club where your boy might meet and enjoy others. The delicate relationship between father and son must be kept inviolate for this, if for no other reason.

If the boy realizes he can bring his friends home with him, that his father and mother are interested and glad to meet them, there will be little danger of his drifting away and meeting companions whom he would not want to bring home.

Many fathers are counting on Sunday School clubs, or the Boy Scout troops, or the Y. M. C. A. to protect their sons. All these organizations have value, it is true. But, after all, it is the home that counts—and home doesn't mean a fine mansion. It is the place where father and son are friends and can meet and talk with each other. It is the place where the father is counsellor and the mother counts more than any other woman in the world.

Do you give your son a poor substitute?
—Courtesy of Bus Lines, New York City.

EDITORIAL

FATHER AND SON—MOTHER AND DAUGHTER

WHATEVER may have been prepared for the April programs of the associations belonging to the Congress or interested in the same work, it is hoped that every organization will arrange in addition, for a week or for a day, a celebration of these two vitally important relationships, which have too long been accepted as a matter of course, with no adequate realization of their great constructive possibilities.

We cannot hold back the rising generation, even if we would, nor can we who are no longer young, hope to see life with the eyes of youth, but just as it is only possible to really enjoy a picture if we can gain the right perspective, so may we enjoy our children only if we strive always to see them in the right light. We judge the boys and girls of today, with their new environment and widely different influences, by the standards we have slowly and painfully acquired in forty or fifty years in the school of life, and we want them to be as we are, when if we could be as they—in spirit, at least—we should be so much closer to them and should understand them so much better!

Then just for a week, or just for a night, let parents and children forget age and youth and meet on the common ground of friendship, seeking, not the points of difference but the bonds of union, that the boy and the girl may recognize the eternal boy and girl hidden in the hearts of most of us, while we echo with passionate earnestness the cry of the poet:

"Backward, turn backward. O Time in thy flight!
Make me a child again, just for tonight!"

THE VOICE OF THE PEOPLE

When in December it became known that the so-called "ban" had been lifted from Roscoe Arbuckle, that he would be at liberty to present himself once more upon the screen, and that he and his supporters proposed to make the experiment with the

American public, the people spoke with no uncertain voice and demanded his permanent removal. From every part of the country, from all sorts and conditions of men and women, came the protest, which crystallized in a resolution drawn up by a group widely representative of public opinion, and which was met by the producers with the withdrawal of the actor.

The Executive Secretary of the Committee on Public Relations has sent to our members through their official organ, the following message:

"Inasmuch as the members of the National Congress of Mothers and Parent-Teacher Associations have expressed a national, and in many cases, a local, interest in the Arbuckle matter, I wonder if you do not want to send definite word to them now concerning the conclusions finally reached. I make the suggestion, also, because we have received very many letters from individuals in your group and others, which it would be difficult, because of their number, to answer personally. Undoubtedly you have had many similar ones. Having shown their concern by communicating with you or with us, these people will wish and should receive, specific information as to the disposition of this case.

"The facts are these:

"1. The Arbuckle films in the vaults of the Famous Players-Lasky Corporation will not be released for exhibition.

"2. There are a very few Arbuckle films, made several years ago, which are owned outright by different individuals with whom we have no contact. These have appeared a few times in different places over the country in the last year and may possibly appear again, but this need give you no concern because they are very old and there are very few of them.

"3. Mr. Arbuckle, in accordance with his statement of January 30th that he is 'done with acting,' will not resume work as an actor, but has signed a contract to help direct comedies."

This must be considered a satisfactory termination of an incident unpleasant but highly educational, as illustrative of the force which can be exercised by decent public opinion when the limit of its endurance has been overstepped by commer-

cial interests. The motion picture is not only an entertainment; it is a tremendously potent factor in civic life, and as such is the intimate concern of every citizen who is working for "a higher public spirit, a better social order."



NATIONAL OFFICE NOTES

A most interesting experiment is being tried in Fort Wayne, Indiana. Other states may like to try a similar plan.

Those interested in the course of study of all phases of parent-teacher activity being developed by the city council of Parent-Teacher associations met at the public library one afternoon and organized their work.

The primary object of the course is to acquaint those who are in the work and those who wish to engage in it with the Parent-Teacher movement. A comprehensive study of the history, purpose and legitimate functions of the association will be included in the program.

Following is a tentative outline of the course:

1. History of origin and development of P.T.A.
2. Purpose and need.
3. Organization—A demonstration developing the duties of officers, standing committees and members.
4. Parliamentary law.
5. Legitimate functions and activities.
6. Outstanding problems.
7. Study—Curriculum, organization and administration of local school system, school laws, legislation for child welfare, teachers' salaries, etc.
8. Elements vital to effective service.
9. The city council of P.T.A.

From Santa Ana, California, word comes that "the Parental School for which the Fourth District has worked for two years, is about to be established by our county supervisors; a site has been selected.

"Our Second Annual Wild Flower Contest is about to be started (February) for the spring. We give two \$5 prizes for the largest number of mounted wild flowers, with names for identification. One prize is for the high school and one is for the elementary (1-8 grades). We are planning to have Mr. A. C. Pillsbury, of Yosemite in Orange County, during the week of March 19 to 23 with his motion-picture films of 'Wild Flowers Blooming.' Our object is to inculcate love for and conservation of our flowers. We try to make everything center about the child and his welfare."

From our neighbor, Mexico, comes this most interesting message:

"In the American School in Mexico City, Mexico, the mothers and teachers have formed a Parent-Teacher Association.

"A very good work has already been done by this organization. Quite a large sum of money was raised last year by giving a beautiful entertainment in the city's largest theater. The money was given to the board to be used in the building

of the new school. Another quite large sum was realized from a book sale and tea and used for the Library Fund.

"This year a wholesome lunch is being served the children by the P.T.A., this being the work of the Welfare Committee.

"But more and more as we proceed we feel the great need of being affiliated with the National Mothers Congress' and Parent-Teacher Association. We could, I am sure, do a more related and efficient work were we following an outlined and systematic program prepared by the national organization. We would then have so much in the way of P.T.A. literature, that we would never be at a loss as to what to do next, especially at our meetings, where it seems the most difficult to get speakers who can give us something of real interest and help to the school.

"Will you kindly send me full instructions as to what steps are necessary for our organization to join the National Congress of Mothers and P.T.A.? We have a sufficiently large membership, I am sure. As an association we are very anxious to become full-fledged members before the annual meeting of the national organization, which we understand is to be held in April. It would not be an impossible thing for us to have a delegate to represent us.

RECEIVED AT THE NATIONAL OFFICE

"The Practice of Citizenship." By Roscoe Lewis Ashley. The MacMillan Co., New York City. 1922. This volume will be of special interest to P.T.A.'s making a study of the subject. The following chapter titles will show the range of the treatment: Foundations of Citizenship, Citizenship in the Home, Citizenship in the School, the Citizen and Business, the Citizen in Relation to Government, America and the World.

"Handbook for Workers with Young People." By James V. Thompson. The Abingdon Press, New York City. A most helpful book for all who work with young people, especially in connection with the church. It contains much helpful material for parents, teachers or others who are interested in and working with those from 18 to 24 years of age.

"A Handbook of Games and Program for Church, School and Home." By William Ralph LaPorte. The Abingdon Press, New York City. A careful study of this book would solve many problems confronting home makers and teachers.

"A Year of Recreation. Twelve Suggestive Socials, one for each month." By Ethel Owen. The Abingdon Press, New York City. The social committee of a P.T.A. would find many helpful suggestions herein.

NEWS OF THE STATES

DELAWARE

Delaware is planning to entertain the spring meeting of the Middle Atlantic Council of the National Congress of Mothers and Parent-Teacher Associations at the University of Delaware on March 14 and 15. Delegates are expected from New York, New Jersey, Pennsylvania, Maryland and the District of Columbia. A splendid program is being planned by the President, Mrs. Frederic Schoff, and her coworkers on the Executive Committee. The Delaware State P.-T. A. conventions (white and colored) will be held at Harrington on March 24 and April 14. Record-breaking crowds are expected.

The State Association, with the hearty cooperation of the State Board of Education, has carried out during the present school year, a series of demonstration P.-T. A. meetings in the rural sections of the state. Each month program material is furnished to each local association by a state program committee, and each month special assistance is provided by one association selected by the supervisor of the State Board of Education, where this program is presented in the best fashion possible. Special invitations are mailed to adjoining districts to send representatives to this meeting and exceptional speakers are provided by the State Association. Twenty of these have been held during the present year in the white schools, and six in the colored schools of the state. The state program committee urges all associations to make their meetings an opportunity for the adults of the community to "look in" on school work, and this policy is followed consistently at the demonstration meetings. The telling of stories by the children with sand table and poster illustrations worked up by the pupils, demonstration geography and reading lessons, etc., are prominent on the program provided by the children under the direction of their teacher. Associations are urged to consider at their meetings closely related topics discussed in leaflets provided for the leaders in each district for six months of the school year. Delaware has at present 252 active associations out of a possible 400 in the state.

THE YEAR'S PROGRAM

The Parent-Teacher Association exists for the child; its chief concern is the child's welfare. Accordingly, the state program committee is requesting local associations to devote one night a month this winter to a discussion of the six main factors that enter into a child's education: The School, The Home, The Farm, The Moral Agencies, The Industries, and The Recreational Activities of the Community; and to consider what is the specific contribution that each of these should make to the child's education. Short articles by authorities on the various subjects will be printed in each program leaflet, and local program committees are asked to have the facts contained in these articles presented at their meetings.

Only three copies of the program leaflets (intended for the use of local program committees) will be furnished to each association. The illustrations for the articles on the subject for the month, however, will be printed in a separate

pamphlet, which will be supplied free of charge in sufficient quantities for the local association to distribute to all who attend the meetings. These pictorial leaflets will be distributed after the facts have been presented by the president, the teacher, the supervisor or some other speaker, who, after reading the article, is willing to "pass the word on" to the audience.

DISTRICT OF COLUMBIA

The Chairman of the Committee on Education has prepared a questionnaire which contains valuable ideas for associations anywhere, and from which we quote as follows:

"It is very desirable that each Parent-Teacher Association should make yearly a thorough study of the needs of its school and report fully to the central organization, in order that a unified program may be presented to the school authorities."

After giving a comprehensive outline for study, the questionnaire continues: "The purpose of the sequence of this plan is that we should know (1) the kind of education we want; (2) the kind of instruction which will insure it; (3) the buildings and facilities necessary for its operation; (4) and that only through our coöperation can it ever be secured or operated successfully."

The district has secured splendid publicity in the Sunday edition of one of the two largest dailies in the city, *The Star*, in which a column, or more, often profusely illustrated, is conducted under the auspices of the District of Columbia branch of Congress of Mothers and Parent-Teacher Associations.

Founders' Day was celebrated by the District of Columbia Congress of Mothers and Parent-Teacher Associations by a joint meeting of all the Parent-Teacher Associations with the Child Welfare Society. This was an all-day meeting, and the attendance taxed the capacity of the large ballroom at the Ebbitt. The morning session was devoted to a conference with the presidents of the many school organizations. During the afternoon there was a brief talk by Mrs. Frederic Schoff of Philadelphia, the honorary president of the National Congress of Mothers and Parent-Teacher Associations. Other speakers were Miss Mary Gwynne, president of the Child Welfare Society; Dr. Hugh J. Davis, Mrs. J. Sanders, Mrs. Andrew Stewart, Mrs. William T. Bannerman and Miss J. M. Rawlings, the principal of the Wallach-Towers Schools.

The District of Columbia Congress of Mothers and Parent-Teacher Associations has been conducting an active campaign in support of the teachers' salary bill and the compulsory education and school census bill. As part of this campaign an S. O. S. letter was sent to every state branch and to the officers of the national organization, calling their attention to the fact that the District of Columbia is the "ward of the nation" and has no vote or voice in its own government and begging them to realize that their obligation for the welfare of their capital city should be second only to that for their own community. This letter asked them to help by writing to their representatives in Congress in behalf of school legislation.

There have been hundreds of letters sent to the members of Congress and senators by their constituents in answer to this appeal.

The mothers of the school organizations are deeply interested in the project of the establishment of a summer school for girls at Mount Weather, Bluemont, Va. This camp school is to be under the supervision of our board of education.

NON-SECTARIAN

A successful Parent-Teacher Association knows no church, no politics, no class, no nationality.

In this city (Washington), the Parent-Teacher Associations have studied their children's needs very thoroughly, and systematically. They have divided their membership into standing committees. One of the leading committees studies playgrounds, another health, and others attend to school lunches, libraries, etc.

The playground committee does such work as ascertaining how many square feet of ground is allotted each child. In most instances in Washington the space has been found to be ridiculously small, and, as a result, one of the principal activities of the District of Columbia Congress of Mothers and Parent-Teacher Associations has been the procuring of more play grounds for individual schools.

CHART SCHOOLS

Another committee is the building committee. The members usually visit every school in their district. They make a chart on which is recorded the number of rooms in each school, the number of children per room and the number of additional rooms needed for caring for the overflow, for very often there is an overflow in the Washington schools. They also find out whether there is modern equipment in the schools, such as hot water, heated toilets, proper lighting, etc.

The District of Columbia Congress of Mothers and Parent-Teacher Association is a branch of the National Congress of Mothers and Parent-Teacher Associations. It was organized in 1905, and admitted as a State branch in 1914. Its growth has been steady ever since.

INDIANA

With the Indiana Legislature meeting in January, with the two parties almost equally represented, and both pledged to the strictest economy, the past two months have been feverishly busy ones. The State Parent-Teacher Association has taken a very active part in securing advanced legislation for child welfare and in saving from repeal the fine child welfare laws already on the statute books. Intelligent economy in the use of state funds we have stood for, but we are not willing to sacrifice our child welfare laws merely because they carry needed appropriations, lest what might be meant as an economy turn out to be a parsimony for which the State would pay dearly in the future.

By action of the Board of Managers in December the Executive Committee was made the Legislative Committee.

This committee met in Indianapolis early in January and adopted the following legislative policies: to pass on the principle only, and not the exact wording of proposed bills; to endorse certain bills with the purpose of working actively to secure their passage through the legislature;

and to endorse certain other bills merely to show approval.

The State Association had already voted to co-operate with the State Teacher's Association and State Department of Public Instruction in legislation and to work actively in the legislature of 1923 for the passage of bills affecting the public schools. The legislative committee now voted to endorse and work for bills growing out of the Educational Survey.

The legislative committee endorsed to work actively for the passage of the following bills: a bill providing for the county unit of school administration, a bill providing for a modern system of certification of teachers, a bill providing for the legalizing of expenditures of county funds for public health nurses, and a bill appropriating money for a service plant for the Riley Hospital for Children.

The committee endorsed the bill providing for Indiana's acceptance of the Maternity and Infancy Protection Law, and has co-operated to secure its passage with the Indiana League of Women Voters which had signified its intention of concentrating its efforts on this bill.

The State Association has worked to prevent the repeal or weakening of the school attendance law, the repeal of the teacher's pension law, and the repeal of the present law for the state wide adoption of school text books.

At the opening of the session the Association was granted space in the State House on the same floor with both houses of the legislature and has had a table with an attractive poster exhibit during the whole session. Mrs. Derbyshire, State President, has been at the table constantly with other Parent-Teacher workers.

Two special bulletins and the greater part of the February bulletin were devoted to legislation, and many personal letters were sent to Parent-Teacher people over the state advising them of legislative matters and urging their assistance. Resolutions have been passed by many local associations and much publicity has been given.

While the Association does not expect to get its whole program through at this session, it does hope to lay the ground-work for passing at the legislature two years hence those bills which fail at this session.

Indiana is making preparation to have its full quota of delegates at the National Convention in Louisville and also a large number of visitors. It is a rare opportunity to have the Convention so close at hand.

The March Monthly Bulletin of the State Association carries an article on "Diphtheria a Preventable and Curable Disease" by Mrs. Richard Lieber, 2636 North Meridian Street, Indianapolis, our health chairman; a plan of work for local associations also by Mrs. Lieber; a suggestion for "Indiana Flour Week" by Miss May L. Matthews, of Purdue University, Lafayette, our chairman on home economics; and a suggestion for local communities to secure better "Motion Pictures" by co-operating with the Indiana Indorsers of Photoplays, by Mrs. J. Francis Ake, our chairman on Better Films.

LOUISIANA
THE FIRST STATE CONFERENCE

February the tenth marks the closing of the first

chapter in the life history of the New Orleans Council of N. C. of M. and P.T.A.

The new chapter opens with Louisiana as a State association, being the forty-fourth state to come into the Congress, with a membership of over 2,000 in nearly forty organizations.

February 17, 1919, a mere handful of brave and enthusiastic men and women met at Gibson Hall, Tulane University, to form a branch of the National Congress. There had been days of hard work and nights of anxious concern in planning a program and securing publicity for this meeting. On the day set, it poured, sleeted, and froze. The weather man did all he could to discourage the most optimistic, and frighten away all save the most intrepid. Nevertheless, those present went into organization.

By slow and sometimes painful stages, the Council grew, always receiving the co-operation of those who really understood the objectives of the Congress and being repulsed only by those who could not or would not understand. Through it all the Council maintained the high standards of the Congress and gradually was recognized by the educators as a medium of helpful co-operation and of publicity for the program that they were trying to carry out.

The first distinct recognition came in 1921 when Superintendent Gwinn of New Orleans gave the Council a section on the program of the Teachers' Institute and Miss Charl Williams, then president of the N. E. A. spoke on the value of the Congress to the schools.

Mrs. Isaac L. Hillis, Vice-president of the National had visited New Orleans, her old home, the winter before. Her presence was an inspiration to the Council and an influence in the community and, moreover, the Council took advantage of it to spread the gospel of the N. C. M. and P.T.A.

At the next National annual meeting at Washington, the Council was represented.

State Superintendent Harris called a meeting of superintendents in New Orleans in 1921 and at this conference, they voted unanimously their endorsement of the N. C. M. and P.T.A.

The National President, Mrs. Milton P. Higgins, came to New Orleans en route to the annual convention at Portland, Oregon, and her charming personality and strong character won many friends for the Congress.

In the winter of 1922, the time seemed ripe for the formation of a state association, and the National sent its efficient Field Secretary, Mrs. Winifred Carberry, to Louisiana to carry the message through the state.

Mrs. Virgil Browne, president of the Council, Mrs. Edward A. Fowler, honorary president, and Mrs. E. Berthelson, treasurer, had been working a year on state extension and had made a survey of the schools that gave Mrs. Carberry some data to work on. State Superintendent Harris sent a letter to the superintendents of every parish and to every principal, stating his regret that Louisiana was not a part of the Congress and asking them to avail themselves of Mrs. Carberry's offer to help them form Parent-Teacher Associations in their schools.

Each state has its own problems, and they have to be met and solved, but Mrs. Carberry's report showed that her work in Louisiana had been on

the whole delightful, and she says that the memory of the moss-laden oaks and sleepy bayous will linger long and bring many pictures of Southern hospitality and of eager, intelligent and interested parents, teachers, and superintendents.

An invitation from the New Orleans Council was sent to Mrs. Higgins to come to New Orleans to attend a state conference for the purpose of forming a state association, and at her acceptance a call went out through the state to meet in New Orleans, February 9 and 10, 1923.

The State Conference was held in the Gold Room of the Grunewald Hotel, and notwithstanding bad weather and an epidemic of "flu," the attendance was very large, and splendid delegations from all sections of the state were present.

The morning session was opened with prayer. Then followed greetings by Mrs. V. Browne, president of the N. O. Council, who presided, and by the representative of the State Department of Education, the president of the City Federation of Women's Clubs, the honorary president, the superintendent of New Orleans Public Schools, and the address of the National President, to which Dr. Dixon, president emeritus of Newcomb College, responded.

A delightful luncheon was given at the Grunewald Cave, at which Mrs. V. Browne was toastmistress, and many prominent men and women, both local and national, gave short talks.

Mrs. Winifred Carberry presided at the afternoon session for organization. There were also Round Table discussions and an address by Dr. Wyckoff, dean of the Department of Sociology, Tulane University, on "Public Welfare." Miss Helbing, head of the Department of Home Economics, spoke on nutrition and dress. The Committee on Constitution reported, a state constitution was adopted, and state officers were elected, the president being Mrs. Virgil Browne, 1444 Henry Clay Avenue, New Orleans, La.

Mrs. Higgins welcomed the officers into the National in a beautiful and touching manner, encouraging each, but solemnly impressing on each the high calling and responsibility of her office.

Mrs. Browne expressed very feelingly her appreciation of the honor conferred on her, and the hope that she would successfully fill the office, and that Louisiana, although late in entering the National, would make its influence felt and do great things for the advancement of the interests of the children of the state.

On Saturday the first meeting under the new State and National Association was held, and the dean of Christ Church opened the session with prayer. Superintendent Gwinn, of New Orleans, made a splendid address on the causes of retardation in school and the value of the courses offered in the public schools to home management.

Dr. John Fletcher, dean of the Department of Sociology, stressed the responsibility of the home for the early and most important years of the child's life and the necessity of applying to the mental life the same principles that apply to physical nutrition and development.

Dr. O. W. Bethea, professor of clinical therapeutics of Tulane University, spoke of health, condemning those fads and fashions that are causes of ill health. He contrasted the "Queen Anne" mothers with the "Mary Anne" daughters,

and put upon the parents the responsibility for the health of the child. He kept his audience in gales of merriment, but under the fun was a deep lesson. Dr. Betha has been a valuable member of the Advisory Council from the organization of the New Orleans Council.

Mrs. Browne announced a reception at her home to the National President, at which Mrs. Dinwiddie, wife of the president of Tulane University, and Mrs. J. M. Gwinn, wife of the superintendent of public schools, would pour tea. The program closed with the recitation of that beautiful poem, "My Tribute," by Mrs. Higgins, the author.

A Board meeting followed the reception, at which the nominating committee for the next annual State Conference and the State delegates and their alternates to the National Convention to be held in Louisville, were elected.

MINNESOTA

When the following notes were received, Minnesota was one of the Congress twins, the youngest of the family, but so rapid is the growth of the organization that already they have had to give place to a still younger member, Louisiana.

We know that they will receive a warm welcome, however, and that the response to the request of the president, Mrs. E. G. Quamme, will be prompt and cordial and full of the helpfulness of the true Congress spirit.

Mrs. Quamme writes:

"Our Minnesota Branch of the National family was organized October 27. As has been the case with all the states in the beginning, our funds are low, so we have to begin slowly. We have been very successful in securing excellent heads of our state departments. For education, we have Miss Theda Gildemeister, of the Winona Normal Faculty, former president of the Minnesota Educational Association. The legislative chairman, Mr. R. D. Underwood, of Lake City, has been very active in reminding members of Parent-Teacher Associations of their responsibilities in regard to legislation which affects child welfare and education, and we have been successful in awakening a great deal of interest in what is going on at our legislature, which is now in session. The program chairman, Miss Margerite Quilliard, of Duluth, is unusually well qualified for that work, as she is adviser to Parent-Teacher Associations in her city. Miss Nettie M. Strate, of Minneapolis, health director in the public schools of that city, is state chairman of health. Her suggestions are valuable, but have an added worth as they are stated so that they can be followed. Mr. W. A. Simonton is chairman of organization. He was president of the Minneapolis Parent-Teacher Council, and is a great enthusiast for Parent-Teacher work. Mrs. H. S. Sommers is state historian. She is the president of the St. Paul Council. Miss Julia Newton is chairman of the Home Service Department. She is connected with the Extension Department of the State Agricultural School. Mrs. G. H. Trafton is the chairman of Public Welfare Department. She comes very highly recommended by the vice-president of her district.

"We hope to send at least two delegates to the National Convention. At present we are working on a small pamphlet that we are going to send

out through the state to give information about the State Branch.

"I wish that the other state presidents who may read this would send me material that has been of especial value to them. The new Minnesota infant would like lots of attention and advice from the older sisters, and will appreciate all the help that you can send. We shall be glad to get this material to use in the exhibition at our State Convention."

MISSOURI

From the President's message in the January Bulletin:

While the New Year is comparatively new with us, let us resolve, first, to live up to every good resolution, and to make our plans definite and worth while and in every way constructive.

Let us look to our hot lunches—see that every child has at least one warm dish at the noon hour. It may not be always convenient—nothing worth while is done without some sacrifice—but it can be done. In one school it is worked by using a flat-topped heating stove, the parents furnishing soup, chocolate or spaghetti, on different days. Children were monitors in turn. When the noon hour struck, a boy and girl went to a desk, spread oil cloth doilies before each pupil, older pupils passed the hot dish, all without aid of the teacher. It not only was beneficial to health, but taught orderliness, independence and general helpfulness.

Let us further resolve to consider fire drills in every school room. During the past month there have been several disastrous fires in schools, causing loss of life to our pupils. Is it fair that we do not take even ordinary precautions against such an occurrence? Perhaps the day will come when our schools will be built of fireproof material. Until then, fire drills cannot be too frequent.

Let us resolve to urge supervised play, with proper playground equipment and physical education in every school.

Let us resolve to give every child a physical examination. In one rural school not six miles from a large city, four children were found suffering from trachoma, and more than half the children with physical ailments. Would it be possible to have in every desk, for children who have long distances to travel, a pair of warm, dry hose, to change from the cold damp ones? Your president has recently been traveling in rural districts, and knows—there is more than one phase of the wet and dry question.

Let us resolve to do all we can to teach "safety first" to our children. The number of fatalities due to automobiles is overwhelming, and our children are in daily peril. Six rules have been laid down by authorities that should be posted in all grade school rooms in every town:

1. Don't run in front of an auto.
2. Don't play in the streets where autos pass.
3. Don't chase a playmate from the sidewalk to the street.
4. Don't catch on behind a motor truck.
5. Don't take hold of an auto while riding a bicycle.
6. Don't run out from behind a standing auto, street car, or ice cart.

Letters have been sent to every colored school principal in Missouri offering the help of the

state in forming a State Parent-Teacher Association for colored people. We have offered the use of our literature at nominal cost, and our services in organizing. From the many replies received, the distinct need of our help is felt, and in the near future we hope the colored association will be a reality.

We are most anxious that our efforts be continued along the line of simplified dress, particularly in regard to low-heeled shoes. We have made great strides in this direction, which not only makes the school girl today physically superior, but is helpful to all future motherhood. Great danger is seen in the new fashion of long clinging skirts and high heeled shoes. They have no place in the life of the school girl except for parties, and will ruin the fine poise and healthy stride that is the right of every young woman. Let us work against all harmful "fashions."

Health is the greatest asset a girl can have.

The keen interest in rural schools and the large number of new circles from rural districts are most gratifying.

It is to be hoped that not only every rural Parent-Teacher Association but *every* Parent-Teacher Association has for its aim really definite accomplishments. Merely calling a meeting, having a recitation or two, then a song, and counting mothers present, is not conducive to a successful Parent-Teacher Association. Women are too busy to waste their time, and unless something definite and constructive is furnished in the way of entertainment and advancement, we are not functioning properly. As a first step for rural schools, let us suggest a plan for the school beautiful. Have every mother and father provide something to make the environment of the rural teacher and child more attractive. Dainty window curtains, ferns and flowers, a grill for hot lunches, a musical instrument for every child, lunch cloths and napkins. A beautified school room helps the morale of teacher and pupil, and gives the parents a part in the school building. Let's make a start in Missouri to transform our homely, unsanitary "little red school house" into a thing of beauty—a place to love, and make teaching and learning a joy forever.

It can be done.

SPRINGFIELD

The Phelps School Parent-Teacher Association held a Community Fair, which proved successful both financially and socially. The affair was held on the school grounds, and over 1,500 people visited the various tents and booths. Each grade, sponsored by a chairman from the association, was held responsible for a stunt. The eight stunts were as follows: A Circus, Stock Show, Minstrel Show, Vaudeville, Country Store, Candy Sale, Fortune Telling, and a Baby Show.

The circus given by the children of the first grade was both entertaining and realistic. The children took the part of all circus performers.

The stock show consisted of many animals in beautiful cages. The cage judged the most attractive was given a prize. Pigs, dogs, cats, birds and all kinds of household pets were to be found there.

The minstrel show was a miniature of the real

thing, songs, jokes and cakewalks being featured by the little children from the third grade.

The country store, although held by the fifth grade, was donated to by all pupils in the school, and many leading business firms of the city were represented.

The vaudeville given by the fourth grade was a series of songs, dances and different acts portraying the chief characteristics of different countries.

The candy sale was well stocked. The candy was sold long before the evening was over.

Gypsies from the seventh grade used different methods to read your fortune. Some told with cards while others read the palm.

The Baby Show was the treat of the evening. A number of the most prominent fathers attired in regular baby array, including ribbons, socks and even carrying milk bottles around for nourishment, proved a big drawing card. Such fine plump babies helped to prove the value of a milk diet for children. A prize was given to the most beautiful baby.

The mothers had charge of the different booths, selling hamburgers, sandwiches, hot coffee, ice cream and pies.

The carnival atmosphere was largely due to the presence of the "Boy Scout Band" of over a hundred pieces. The band, under the direction of R. R. Robertson, music supervisor of the public schools, played wonderfully throughout the evening.

Nearly two hundred dollars was made for the purpose of purchasing a motion picture machine for the school.

RUTLEDGE

The Monroe Parent-Teacher Association treated the children of the Monroe Kindergarten to a trip to the Zoo. Sixty-two little folks with the two instructors were their guests for the afternoon, the association paying car fare, buying soda and ice cream cones, and providing several big boxes of "home-made" animal cookies. About sixteen of the members assisted in the care of the children, and the "Zoo party" was voted a great success.

The Monroe Parent-Teacher Association reaches out beyond the Monroe school when they feel they can do good elsewhere, so they have arranged a jelly and stocking shower for the children of the Juvenile Court, and many of them have been neglected all their lives, so the Monroe Parent-Teacher Association will try to bring at least a ray of sunshine to them.

An interesting feature of one entertainment was the method of introducing the teachers. Each teacher wore an arm-band with her name written on it. The parents had been asked to secure the names of the teachers of their children, and as the names were recognized, the parents introduced themselves. Many pleasant friendships between parents and teachers have been formed in this way in the past, and a wonderful spirit of co-operation is manifested in the school.

NEW JERSEY

The State Congress has added four new committees—Physical, Education, Father and Son, Juvenile Court, Child Hygiene and Mental Hygiene

—to the departments of work, making 23 in all. The chairman of Father and Son Department, Mr. William A. McCormick, of Montclair, will prepare a definite and practicable outline for Father and Son groups for both urban and rural associations. An expert in Child and Mental Hygiene will be secured by the chairman of that department, Mrs. Henry Maxson, of Plainfield. Cooperation with the State Department of Education will be the guiding principle in all department leadership.

Of the 21 counties of the state, 20 are organized with county councils, 19 have active county chairman and are pushing forward with definite lines of work.

Mercer County, with 44 associations, including 2 Fathers' Clubs, 7 Mothers' Circles in churches, and 2 Parent-Teacher Associations in parochial schools, has 4,744 members. Burlington and Camden Counties, with 41 and 43 associations, respectively, each have a membership of 3,000. Union County leads with 6,000 members. From 66 associations in 1913, the Congress membership has climbed to 463 associations at the opening of 1923.

Atlantic County's slogan for the year is "Perfect Teeth for Every Child in Atlantic County." A tentative program arranged by the County Council is as follows: January, "Teeth and Health;" February, "Our Flag;" March, "Children's Books and Pictures;" April, "Character Building;" May, "Plans for Summer." Experts and experienced leaders will contribute to the carrying out of this program throughout the county. A "County Board of Speakers," made up of leading men and women who have volunteered their services, has proven most helpful and a splendid spirit of unselfish county co-operation has developed from local beginnings.

Burlington and Gloucester Counties each provide two full scholarships of \$250 annually in the State Normal School at Trenton. Camden County, from the town of Haddonfield, provides two \$100 scholarships annually for two years, and Hunterdon County Council provides one scholarship fund of \$200 annually in the same school. Union County provides a scholarship of \$100 a year for two years in the Woman's College of New Jersey. The Normal School scholarships are offered with the stipulation that the winners shall return to their home counties on graduation, and give at least two years of trained teaching service to the rural schools of the county.

Burlington County, with the Parent-Teacher body leading and securing the co-operation of all county organizations and influential individuals, was the first to vote for the county library in 1920. Camden and Morris Counties followed the next year, and Gloucester County was added in 1922, the initial step in the movement being taken by the Parent-Teacher Association bodies of all counties. This is a leading issue in Ocean County for 1923.

Burlington County, with a population of 21,270 urban and 60,500 rural, has had the library in operation a little over a year, with headquarters at Mt. Holly and 108 distributing stations. By means of the mails and the book wagon—a Ford truck fitted up with library shelves and carriers—books are taken to the homes of individuals who can best be served thus. More than 20,000

volumes have been made available to the county residents, 18,000 of these being owned by the county library. This means a circulation of many more than 20,000 volumes as each book has been used by many readers. For example, 543 books loaned to one community (78 of which were special requests) had a circulation of 4,071. A collection of 83 graded books has been placed in each of 40 rural schools. A large collection of pictures and excellent Victrola records is also a part of the loan collection available to schools. Miss Adelene Pratt, an experienced librarian, a graduate of the New York Library School, and a former librarian of the Normal School at Kansas City, Mo., is in charge of Burlington County. Under the management of Miss Mildred Brown, experienced librarian, Camden County is operating the library. A book shelf of 54 books has been installed in every school; many stations have already been established, committees from local Parent-Teacher Associations being in charge of these in many places. Time for organization is required between the adoption of the Library Act and the operation of the library, and the counties are being organized as rapidly as possible.

"Health and Recreation" is adopted by Camden County (population, 153,270 urban and 37,238 rural) as the county project for 1923, following last year's project "Health and Nutrition," which brought splendid definite results and opened up a new trend of community aspiration and activity in the most remote districts. This year's program suggests subjects to be used by local associations. It points out that recreation is a health factor, and urges encouragement of profitable use of leisure time centered around books, music, games, sports and story-telling. Local associations throughout the county are co-operating with the County Council leaders by suggesting plans for "Better Music," "Better Books" and "Better Movies."

Laurel Springs Parent-Teacher Association has 100 per cent membership of parents of children in school. Good work is done here in "Better Movies" by the establishment of "movies" in the school.

Union County's slogan, "Get Together and Work Together," has proven to be "the tie that binds." Union stands 164,937 urban to 35,222 rural in population. The activities, it follows, are varied, and extensive projects are possible in some groups of associations. Plainfield Associations have purchased an athletic field for the high school. Roselle Park has taken special measures to provide good homes for teachers. The social aspect of education has been a theme in all associations for the past year.

Never before in twenty-two years of Parent-Teacher organization in New Jersey has the state been so united in effort and so understandingly appreciative of the aims and purposes of the movement or so impressed with the firm foundation on which it is built. Localism has heretofore prevailed in many counties and sections that now are experiencing their relation to the national and state bodies.

NEW YORK

A WORD ON SYSTEMATIC ORGANIZATION
Judging from reports over the country, the growth of Parent-Teacher Associations resembles

nothing so much as that of a small boy, who is no sooner fitted out with a complete wardrobe, than his cuffs begin climbing toward his elbows, and his coat-tails in the direction of his waistline. The New York Executive Board, after getting the state systematically divided, with the proper chairman and so on for each, finds so many new clubs appearing throughout the state that re-districting has become necessary once more.

The State Board is looking with all the pride of an industrious housemother on her newly-organized association. There is now a division of 14 districts, which covers the state. Each district has its own chairman, who has from 20 to 45 clubs under her immediate care, arranging the annual spring conference, and keeping the machinery of extension work in line. Besides this, the district has its press chairman, who keeps a close observation on the publicity the individual clubs are getting, receives their reports, and who is always on the alert for inspirational ideas to be passed around for the benefit of all.

In connection with this system of organization, the board issues a yearly handbook, invaluable to club officers all over the state. This book contains, besides lists of national and state officers, a list of district chairman, with their districts, and the fullest possible list of clubs and their presidents. Along lines of club work it gives the constitution and a full exposition in answer to the oft-put question, "What is a Parent-Teacher Association and why?" Then there are program helps and other suggestions too numerous to dwell on, which make the handbook so desirable at 15 cents a copy that the supply has never succeeded in catching up with the demand.

There has been so much written and spoken about efficiency that the word often produces a smile nowadays; nevertheless those whose privilege it is to handle the reins of supervision over an ever-increasing association, know that without system and careful organization, in short—efficiency—affairs would soon be in chaos.

It is interesting to observe, from a report of all the clubs in New York State, how each adapts its activities to fit in with the work of other organizations in that place. For example, in some towns the philanthropic organizations are such thriving institutions, that the Parent-Teacher Association is free to work solely along lines of health, school improvement or culture. In other places, the need for charitable work is so great that much time and effort there, goes to helping distress in various forms. Where there are also flourishing arts clubs, the Parent-Teacher Association specializes in school matters exclusively.

ELMFORD PARENT-TEACHER ASSOCIATION is one of the very youngest in the State Congress, but is indeed a lusty infant, reporting many activities both social and practical. A bazaar and dance brought in \$400 to the treasury. Milk was served to the children at ten cents a week, the service being attended to by a committee of mothers backed by the teachers and the Board of Education. A committee of mothers, where mothers were ill, went into the homes and dressed the children for school each morning, thus making it possible for them to attend the regular sessions that otherwise they would have had to miss. Dental work was paid

for where parents were not able. At Christmas the 250 children of the first and second grades were given a treat from the hand of a real Santa Claus. Suitable motion pictures were given for the children, a percentage of the admission money coming to the association treasury. Two hundred dollars has been given toward fitting out a domestic science department in the school. This year the aim is to make of the school house a community center for the young people. A reception was given for the teachers early in the year. Membership 60.

BRIARCLIFF PARENT-TEACHER ASSOCIATION is eight years old and carries a membership of 50. The dues are \$1 plus 15 cents for State and National dues. A reception was given to the teachers, also a play was put on netting over \$100. The Board of Education had charge of one meeting during the year and the fathers of another, while the principal of the school conducted a question box at still another. Several out of town speakers of note were enjoyed and groups of ladies from nearby towns were invited to these special meetings. As a result three of these asked for help in organizing in their own towns. The aim this year is to equip the school playground.

GLOVERSVILLE ASSOCIATION. Special nutrition week, financed by food sales, rummage sales, card parties, Saturday movies, and the sale of various articles, has been done by all the associations. A reception for the teachers was one of the first events for the year and later a reception for a retiring superintendent of schools whose service has been for very many years. An active part in civic affairs has been taken and the most important was the supervision of the children on the occasion of the community picnic. Over 2,000 children in over three hundred autos and trucks were chaperoned by the Parent-Teacher Association mothers. So well was this done that the two doctors and nurses that went along to attend to illnesses and hurts were not called upon once! The associations are working to secure cots and rest rooms for all the schools. Extension work is the big aim for the coming year.

FAIRPORT PARENT-TEACHER ASSOCIATION did some wonderful work in the line of money raising last year. A French Cafe Chantant cleared \$208, an operetta cleared \$200, a dinner for the firemen on their annual field day netted \$300. Rummage sales and baked food sales brought the total up to \$1,585.89. Now this is what was done with all that money. An instructor for the playground during vacation was hired, pianos were bought for each school, also scales for one school, milk was furnished for the poor, parties were given for the high school and junior school pupils, and through the kindness of the Automobile Club all the grade pupils were given a picnic in Seneca Park. The membership of the association is 232.

OHIO

Mrs. J. G. Ruff, of Cleveland, has succeeded in getting a Sunday column into the *Cleveland Plain Dealer*, one of the large daily papers of the country. The delightful features in connection with the last State Board meeting in Cleveland were

due to the efforts of this energetic new member of the board, a young woman of as much charm as ability.

A few items from the Holiday Parent-Teacher Department of the Mid-Winter State Teachers' meeting are timely.

Mrs. R. G. Leland, state chairman of public health and president of the Columbus and Franklin County Parent-Teacher Association, presided and gave the welcome.

The two chief speakers were two more strong new members on this year's State Board, this time from the educator part of the membership, Mrs. Sara R. Gill, assistant superintendent of Ottawa County, and Mrs. E. L. Cleverdon, assistant superintendent of Cuyahoga County, the one representing the really rural districts, where there are no cities, and even the villages are small; the other representing a more suburban county about the great city of Cleveland. Both had ideas of interest to any state.

Mrs. Gill showed the need and the use made in such a county as hers of the educators who themselves go out to do the organizing. For instance, some teacher who has established a good Parent-Teacher Association in her own school goes out, maybe with a strong member or two, and together they help some other rural school to start their association, the teacher giving to the assembled group her ideas and the parent giving inspiration to the parents. They make much of the *social* side, which every rural community needs, even to some entertainment for the children, and the larger children are encouraged to belong. They have a real family interest and benefit. There is no trouble with *chaperonage*; in all the parties and picnics, if not a parent, then older unmarried people go. Note another drawing card: Mrs. Gill wrote up a fine report on the *State Convention*, which is given with an exhibit of pictures and pamphlets. This, especially with a new association, assures their belonging to the greater work, through a knowledge of, and interest in it. They teach *parliamentary law* to the parents through the children, whom the teacher forms into small societies. These children learn how to make a motion and conduct a meeting, election, etc. County normal school pupils are put on some Parent-Teacher Association program once or twice during the year as a means of educating future teachers in the Parent-Teacher Association work.

Mrs. Cleverdon's was a talk straight from the shoulder.

"If you set your mind to do a thing," she said, "you can do it."

"There are definite things in Parent-Teacher Associations we must go after to clean up.

"Our concrete job is to educate the people to the need of these things. The prime reason in this education is to reach *all kinds* of people, to get over to the smug, satisfied ones the idea of doing something for someone else, to be able to reach the parents, who are the real Parent-Teacher problem.

"It is *not* our purpose to make money. That comes only incidentally.

"It is our purpose to gain through organized study knowledge of our children—their food, health, schools; our community; the teaching corporation and its defense, and improvement."

Ohio is now looking forward to the third annual Educational Conference of the College of Education of Ohio State University, Columbus, April 5, 6, 7. The keynote of the conference will be "Objectives in Education."

The Parent-Teacher sectional meeting will take place on Friday, April 6, in the morning, followed by a large luncheon, and at 4:30 a tea at Mrs. W. H. Sawyer's.

Among the speakers so far obtained are a National Board member, Mrs. A. H. Reeve, of Philadelphia, editor of the CHILD-WELFARE MAGAZINE, and Mr. George Carrothers, assistant superintendent of Cleveland schools, and a real working member of the Advisory Board of the state. He will speak on "Solving School and Home Problems Through Parent-Teacher Organization."

Mrs. Elsie Cleverdon; N. E. Extension Secretary, expects to speak, and it is hoped and expected that Mrs. William Miller will be coming through Columbus about that time and will be able to preside.

Mrs. E. M. Poston is chairman of this sectional meeting, and to her is due this fine program. During the holidays Mrs. Poston held a Parent-Teacher Association New Year's reception at her house, with the leading Parent-Teacher people, educators, school boards, wives and husbands, as guests. The large attendance of men was remarked, and a delightful social acquaintance greatly strengthened, which naturally means that working together will be improved.

FOUNDERS' DAY IN COLUMBUS

Our Parent-Teacher Associations observed Founders' Day, February 17, by a variety of special sessions and entertainments. For convenience our city is divided into four districts—North, South, East and West—each section having a vice-president.

Mrs. George Ent, vice-president of the south district, arranged a large joint meeting for all south end associations on Friday evening, February 16, at the South High School Auditorium. This district consists of thirteen schools, everyone of which has a Parent-Teacher Association. Each school was represented on the program by one number.

There were selections by the South High School Orchestra and the Roosevelt School Glee Club, and an address by Evan L. Mahaffey, principal of South High. This was followed by folk dances, patriotic exercises, violin solo, vocal solo, readings and cornet solo. The programs for the meeting were printed by pupils at South High. About 900 parents attended this meeting.

Mrs. Francis Thompson, vice-president of the north district, invited all presidents of associations in her district and principals of those schools not yet organized, to her home on Thursday afternoon, February 15. A short program relating to Parent-Teacher work was given. The object of this meeting was to acquaint those who do not belong to the association with the work being done.

Mrs. C. E. Sharp, of the west district, and Mrs. Gus Bope, east, observed the day with smaller group meetings. Just a few weeks before, Mrs. Bope had organized an East High School Parent-Teacher Association with a charter membership of one hundred.

PENNSYLVANIA

The Pennsylvania Congress, in co-operation with the County Congress of Women's Clubs, has organized a number of Parent-Teacher Associations in Allegheny County, held a very successful conference in Pittsburgh in January, and after interesting reports and discussion, organized a County Council with Mrs. D. N. Bulford, chairman of Federation's Education Committee, as chairman.

Another County Council, our seventh, was organized at a conference of Dauphin County organizations in February, and in the afternoon a splendid district conference of five counties was held, with Mrs. Frederic Schoff, Superintendent App and the State Superintendent, Dr. Thomas E. Finegan, as the speakers. Mrs. Happel, of Lebanon, was elected chairman of the district, and has already planned for a big district rally at Mt. Gretna in the fall.

The State Board held an all-day session in February in the Conference Room of the Department of Public Instruction at Harrisburg, by invitation of Dr. Finegan. At this meeting it was decided to accept the invitation of Franklin Associations to hold the next annual convention there in October.

It was decided that our legislative chairman, Mrs. Shaw, should send a circular letter to presidents asking their co-operation in securing the passage of the measures endorsed by the Women's Legislative Council of Pennsylvania and the Six P's endorsed by the leading National organizations of women. Each president has also been asked to write a letter to Governor Pinchot, asking the reappointment of Dr. Finegan as State Superintendent of Education.

EAST BRANDYWINE PARENT-TEACHER ASSOCIATION

East Brandywine Township is a farming district. In the past year we have financed the high school sewing class, furnishing them with two sewing machines. We have also supplied the schools with two magazine subscriptions each. We held a recitation contest, to which school children of all ages were admitted, offering prizes for the three best, \$5.00 in gold, \$2.50, and a volume of Edgar Guest's poems. The judges were competent men from Coatesville public schools, who knew no one in our community, and the children were called by number, so there could be no favoritism. You may be sure those children were interested, and we had the parents out at that meeting!

Our main source of funds for the needs of our association is our community picnic and festival, which we held on the second Saturday in August. That is our date, every year, and everyone knows it and holds it. For two years we have had in the afternoon a health play that is put out by the Philadelphia Interstate Milk Commission, and costumed by them, using from 30 to 50 of our children, and we have sports of various kinds, for which prizes are given. In the evening we have the best band obtainable.

This year our main undertaking is the purchase of a piano for the high school. Our first meeting was a reception to our two new teachers, with addresses of welcome, responses, community singing, and ice cream and cake.

REPORT OF PRESIDENT'S COUNCIL, ERIE

Our Council now comprises twenty-six associations—all affiliated with the State and National. Six of these are new this year, two having been organized recently at the urgent request of the principals and teachers of those schools.

Every association has increased its membership this year, the results showing gains of from 13 per cent to 374 per cent, giving us a total of nearly 3,000 members.

Much welfare work was done during the period of unemployment, that children might be kept in school. One association made and distributed over 200 garments in friendly neighborliness. This was done as far as possible with the approval of agencies doing that kind of work.

In November we had a visit from the "Health Fairy." This was made possible by the help of the Board of Education and the Anti-Tuberculosis Society. Miss Raymond, the health fairy, gave her performance on three successive days at three different centers where gathered the children of the first four grades of both public and parochial schools, and of one private school. In one very large building we had 4,500 children, and it was a wonderful sight to see their bright little faces watching every move of the fairy, and trying to do all the things she asked them to do. While each school was accompanied by several teachers, and we had plenty of supervisors, we were relieved when we saw the streams of little tots flowing safely homeward. Our largest theatre was also donated for our use, and we had 2,000 there, and about 1,100 more at one of the school auditoriums. The street car company gave free transportation to all groups not within walking distance, and the Police Department had traffic men at every loading and unloading point. Miss Raymond said the record for large audiences was broken here. Safely taking care of 7,500 children and providing them with pleasure and instruction will, we hope, justify us in telling the story. Miss Raymond also spoke before mothers and teachers to show them how to follow up her work with the children.

Our Council, with the co-operation of the Child Conservation League, conducted a Mothers' Institute with Dr. Mary Noble, of State Department of Health, as leader. Each association secured enrollment from their members, who pledged themselves to attend meetings on five consecutive afternoons. As a result we had an attendance of about two hundred each day, and a very enthusiastic group of young mothers discussed their problems with Dr. Noble each morning. Use of their nursery was given us by a nearby church—where we had a capable woman in charge and high school girls to take care of the children. This was well patronized. The institute was probably our most profitable undertaking of the year, and is a plan we unhesitatingly recommend.

The following week we co-operated with the Rotary Club in bringing Frank Gamil, Boy Expert, here for talks to fathers and sons and mothers and daughters, and for personal interviews with high school boys who wished them. One high school principal said: "A week is too short. Next year we must have him for a month." Last August we co-operated with Visiting Nurse Association and other health and welfare agencies in conducting exhibits and demonstrations at the

Erie Exposition. Our particular part was maintaining a nursery where mothers could leave their babies while they visited the attractions. Babies were asleep when left, but not all stayed asleep, especially on the day that we had forty-seven! Since the question has often been asked, we will say that no babies were left on our hands. The tent was equipped very simply with cots with a minimum of bedding, mosquito netting to cover the babies, an ice box, and a few easy chairs where mothers could rest or nurse their babies. We also gave out literature on care of babies. This was a very acceptable service, and also gave the Parent-Teacher Association publicity throughout the county.

Later in the fall we joined with the same agencies in conducting a Health Week in one of the large department stores. Our exhibit consisted of very large charts showing the results by schools, of the serving of milk, and the reports of medical inspectors. These were made for us by the School Board and were mounted on beaver board. We had members of our association there each day to point out interesting facts.

We also had some beautiful colored charts made by the principal of Jefferson School, showing the results of nutrition work done there. When we are pleased with the work our school board is doing, we think we should get the knowledge of it across to the people—then we can truly bring the home and the school closer together. Right here we wish to acknowledge the splendid co-operation of our School Board and of their business and instruction departments.

Through the courtesy of the Erie County Milk Association we were given a booth at our "Better Homes Exposition," where we sold ice cream and cake, buttermilk and sweet milk, and gave out literature on the proper feeding of children. We had a ten-foot sign with the name of our organization, which again gave us the much-desired publicity. We were glad to be represented there, for what organization, more than ours, stands for better homes?

WISCONSIN

MOTHER AND DAUGHTER PROGRAM

The Wisconsin Parent-Teacher Association endorsed the plan of having a Mother and Daughter meeting some time in February as a part of the Parent-Teacher program for the year. We believe that these meetings promote better understanding between mother and daughter.

DISTRICT MEETING

The Eighth District held its first conference at Stevens Point. There were more than one hundred and fifty in attendance, and the reports from the various counties showed much work accomplished by the Parent-Teacher Associations.

Mrs. Julius Winden, of Wisconsin Rapids, was elected District President. Mrs. Cammack, of Nekoosa, was chairman of the committee which presented a constitution following the State and National in a general way. This is the first district to hold a conference since the state has been districts for Parent-Teacher work.

Waukesha will have its first County Council meeting on March 31. Mrs. Charles Schuele, of Oconomowoc, county chairman, will preside, and there will be talks by the District President, County Superintendent of Schools, State Presi-

dent, Milwaukee Council President, and reports of delegates.

FOND DU LAC. The annual report of the Superintendent of Schools contains an excellent account of the work done by the Parent-Teacher Associations in that city. There are eleven live-wire organizations.

BURLINGTON. The First Congressional District Parent-Teacher Association held its initial meeting at Burlington in the high school, February 1. There were splendid reports and discussions, five counties being represented. The Domestic Science Department of the high school served a delicious luncheon and the school furnished delightful musical numbers. Mrs. R. W. McCracken was elected First District President.

MILWAUKEE. Parent-Teacher Associations are doing splendid work along all lines of child welfare in the home, in the school and in the community. The Parent-Teacher Association Council entertained at a luncheon for the State President, Mrs. G. N. Tremper, after which the group attended the Parent-Teacher Section of the Wisconsin Teachers' Association.

KENOSHA. Recently the Parent-Teacher Council sponsored a parliamentary law class, which at once became so large and popular that a second one was formed. Seventy people enrolled in the two classes.

Fire destroyed St. James School last month. The members of the Parent-Teacher Association are co-operating toward the rebuilding of the school. They have pledged themselves to buy the bricks necessary for the building and are busy with bake sales, cafeteria lunches and entertainments.

UNION GROVE. The County Council will work for the establishment of branch libraries in every township.

PARENT-TEACHER COURSES

A resolution favoring the inclusion of such courses in every normal and training school in Wisconsin was adopted at Kenosha County Conference in October. It is anticipated that favorable action will be taken inasmuch as there has been discussion of such action at different times, and Columbia University, in New York City, recognizing the importance of Parent-Teacher work in this country, established credit courses in the 1922 and 1923 summer sessions.

CONTRIBUTIONS

During the last year the demands on the State office have been so great for personal help in organizing and for printed matter that the help we have had has been most appreciated, and we wish to acknowledge all the favors shown us. Mr. J. H. Puelicher, of Milwaukee, generously had printed in booklet form a talk given by him at the Parent-Teacher Section of the Wisconsin Teachers' Association. This has been most helpful when we have had calls for literature. Several board members have contributed their expenses to board meetings for the year. The Milwaukee Council made a gift of \$50 to state work. Several Kenosha firms have enabled us to print our Bulletin which is distributed free to all associations. To the many who have given aid in any way to this work it will be a pleasure to know that we have been growing fast and that our membership will soon reach the 10,000 mark.